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ABSTRACT

This document is a guide to career education and how to implement it in schools. An introduction which places present career education practice in an historical and philosophical context is followed by eight chapters which discuss how to prepare the school and community for career education and how to implement and evaluate a variety of career education programs. Specific subject areas discussed are (1) establishing your philosophy, (2) planning and implementation, (3) primary and intermediate grades, (4) middle grades and junior high school, (5) high school and special programs, (6) involving the community, (7) evaluation, and (8) getting started. Within each of these chapters, resource materials and resource persons are listed. The document concludes with an extensive bibliography on career education. (LRA)

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Selected Career Education Resources for Georgia Schools

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1979

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ACKNOWLEDGEMENTS

"Career education is a concept aimed at relating learning to all its aspects and at all levels to the growing and continuing relationship between education and work today and in the future."

Dr. Grant Venn believed in the statement quoted above (Page 1-4 of this guide) and devoted a significant portion of his later life promoting the concept. That is the reason that he agreed to produce this guide. Unfortunately, Dr. Venn was not able to complete the work. Before his death in the Spring of 1979, he had completed the tentative outline of the guide and had drafted the first Chapter; Chapter 1 has been reproduced from his draft copy and contains much of his philosophy. We wanted you to share it as he left it.

Following Dr. Venn's death, Dr. Fred Otte agreed to take the major responsibility for completing this pilot copy of the guide. He spent long hours and studied a large number of documents (he tells me the "pile" stood more than eight feet high when stacked) gathered by Dr. Venn and his assistants. We congratulate him on his ability to evaluate and synthesize so much material in such a short period of time. The results of his efforts are reflected in Chapters 2-9 and in the bibliography.

Ms. Linda Curry, a graduate teaching assistant, was instrumental in contacting persons all over the country who could provide information and resource materials for the guide. Her excellent efforts resulted in a major portion of the bibliography.

Mr. Paris Clark assisted the project by reviewing a significant number of books and other materials used to compile the resource lists.

Special thanks go to Ms. Linda Holbrook, Administrative secretary to Dr. Venn, who, in addition to typing the initial and pilot drafts of the guide, was able to give significant guidance to the completion of the work because of her understanding of what Dr. Venn wanted to do.

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Harmon R. Rowler, Chairman
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Chapter 1

CAREER EDUCATION: OVERVIEW

Career Education — What Is It?

Even with its faults, weaknesses and inequities, the great and good success of this nation's educational system is undoubtedly the world's greatest model. No other nation even comes close to providing educational opportunities for its citizens as does this country.

Equally successful is our system of private enterprise built upon newer concepts of work than is found in most parts of the world.

These two models have developed entirely independently of each other with the consequence that "education and work" are separate and distinct facets of most people's lives.

Suddenly and almost unknown to most of us, that fact is providing dire results in the lives of many. There is a growing mass of evidence and a growing number of examples of tragic losses in both human and economic terms, excessive wastes of human potential, and shortages of educated human resources necessary for social, economic and cultural development of the nation. These results appear to be directly related to the classical concept of education and work as separate institutional sovereignties, "two worlds" in the vernacular; yet, the evidence is at hand daily, and in every individual's experience that education and work cannot be separated in a new technological society.* Today, and in the future, a person without a good education, which must include planning and specific preparation for a work role, is not likely to find work. Work and education have become related in the lives of nearly everyone.

In fact, education has become "the link" between the individual and the future for everyone. This has never been true in any society or at any other time. It is likely history will find the "work" has become so different for most people that it is fair to say that one cannot work without proper education.

In a democracy everyone must function in three basic adult roles, a private life, a public life, and a work life. There is not much new in this concept except that work for most people in the past, was something done by muscles and unrelated to education. One indication of this is the fact that in the past, preparation for work was limited to the few and was carried on primarily in the colleges and universities.

These three facets of life have become inseparable in today's society. The kind of work one does is very likely to determine one's friends, where one may live, how active one becomes in politics and public life and, to some extent, what kind of private life one may lead.

Society's present time traps of learn, earn, and yearn are not relevant in a non-agricultural, changing society and one's life cannot be segmented or separated in this manner in the future.

The purpose of education is to help the individual prepare for the future. This was the role of the school yesterday and this should be the role of the school today and tomorrow. Continuous learning and education will be necessary; work must become constantly more related to newly developed knowledge and technology; and older years must become much more than idle hours re-living the past. Else we will have a haunting loneliness because we will have no work life, no public life and a non-contribution private life.

Basic Definitions

Career education is a concept aimed at relating learning in all its aspects and at all levels to the growing and continuing relationship between education and work today and in the future.

> "Education" is the totality of experiences, both in school and out of school, through which one learns.

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*Concept from *The Boundless Resource* by Willard Wirtz, New Republic Book Co., Inc., Washington, D.C. 1975.

"Career" is the totality of work one does in a lifetime.

"Work" is that activity designed to produce benefits for oneself and for others and includes both paid and unpaid activity.

An "Occupation" or a job is a work role designed to produce economic return to the individual.

"Career Development" is a concept beginning in the very early years and continuing well into later years.

"Vocational Education" is the specific preparation for an occupation based on an individual's career plans.

The definitions given are based on certain assumptions and rationale. Some of the basic assumptions accepted by most career educators include the following:

1. Since "work" involves activities other than paid employment the career education concept includes the work of the student as a learner, the work of volunteers in our society, the work of the homemaker and work in which one engages in a private and public life.
2. The changing nature of work in a technological society requires that career education include a variety of work values as contrasted to a single work ethic in order to help each individual learn why work is necessary.
3. The concept of effectiveness is central to career education as it relates to work, education and individual development.
4. Both one's career and one's education must be viewed as developmental and continuous rather than fragmented and isolated.
5. Career education is for all persons — the young and the old; gifted and slow; poor and wealthy; male and female; elementary and graduate student and for all who want to participate in the future.
6. Learning in the home and the community especially as it relates to experiences that provide work, responsibility and testing formal education in the real world are essential to career education.
7. Protection of one's right to choose, and to have assistance in learning and implementing career decisions are fundamental in career education.
8. The degree to which one is able to make career decisions related to the changing work world and to change directions as the future may require is essential to the welfare of society and the individual.
9. Assistance in the transition from school to work, from youth to adulthood, from less responsible to more responsible roles and from being taught to self-directed learning are essential aspects of career education.
10. Career education recognizes that the schools cannot do the job of teaching our young alone and that much of what must be learned, especially as related to work, requires a collaborative effort among schools, community and home.

The overall assumption, which has face validity in the lives of nearly everyone, is that work has become so different that is is directly related to the quality and kind of education one receives. It has thus become necessary to help everyone understand the relationship between education and the future especially as it relates to their work life. Individuals must learn about and plan for the various work options and changes so they may choose the education and experiences that will help them secure work that becomes possible, satisfying, and meaningful to them.

Finally, it must be assumed that the best possible development of each individual's unique aptitudes and interests will benefit every person and society. As a consequence that nation will have greater resources and be better able to solve the problems it faces.

Career Education Defined

There are many definitions of career education stated and written, developed over the past decade. The definition presented assumes learning about work, oneself and the future should be inherent in all education. The following definition assumes a fusion of the concept into the ongoing education

program rather than a panacea for all of education's problems. Hopefully, the implementation of such a concept within the schools and community would make education more relevant and meaningful for the student, the educator and the community.

Career education is formal instruction and experiential learning outside the school designed to help the individual learn about, prepare for and move into a work role. It includes learning about one's own aptitudes and interests as they relate to work, and learning the skills to make career decisions involving education and work. It includes specific orientation, exploration, preparation for and transition to work and it involves the outside resources of society in the process. Finally career education is a continuous activity necessary for all individuals and included in all aspects of formal education.

No definitions can answer all questions, nor respond to all exceptions, therefore further comments may make the definition more meaningful.

Career education is not vocational education, but it does include preparation for work in its definition. Since work in a technological society, in most instances, requires vocational education it is included as part of the definition. Vocational education should come after one has obtained basic education competencies and one has evolved a career development plan which should include a time and place for work preparation. When one obtains vocational education depends on the individual and his/her career plans; for some it may be high school; for some, postsecondary technical school; others will get vocational education in college or graduate school and for some it may come on the job.

When thinking about career education one must also reflect on the unintended "indoctrination" of our children with the idea of the unrelatedness of education and work. Without intending to, the concept of education as separate from work rather than as a way to do the work one can do best, has been taught in our schools. "Son, I hope you get a good education so you won't have to work like I did," became a rallying flag for narrowing career goals and career preparation to college and university. While it was not intended, it did have the effect of causing most persons to think of this route as the sole way to success. This happened without even recognizing that college was not the best route for everyone or that other alternatives were better for the individual and had benefits to offer the individual and society.

Career education is thus an attempt to join the efforts of education and the community to help all individuals develop their own individual aptitudes and interests and assist in the transition to a worthwhile work life, private life and public life.

Career Education — Why Is It Needed?

The single item about which one can be certain today is that things will change. How different this is when we contrast this concept of the future with the situation 100 years ago when one could almost be certain that tomorrow would be like yesterday and today. Preparation for the future was primarily dependent on knowledge of the past, since the future would be like the past.

This change which is so great and so pervasive in everyone's public, private, and work life raises some questions which are fundamental to an understanding of why we need career education.

The role of the school and education is to prepare one for the future. What will the future be like? What will the adult world be like? What knowledge, skills, understandings and experiences will be needed in the future? What should the schools teach? What should the home and the community teach? Can a school system designed 100 years ago for an unchanging future educate today's youth? How does youth learn values, responsibility, wisdom, independence and self-confidence? Is knowledge adequate preparation? What necessary learning took place, and by experience that cannot be learned the same way today? What is the role of the school today? How can we give our youth a chance to "try out" what they learn in school, to test what they believe, and to understand the relationship between education and work through experience? How can our youth try education in creative and experiential ways before they leave school? How do we relate learning in school to reality, the future, and individual plans for public, private, and work lives? How can career education be used to motivate better learning in mathematics, science, and other traditional school subjects?

All of these questions are being raised by the young and their parents, as well as by perceptive educators. The growth and changes of our technological society have changed the role of home and society to the point that many young do not get to see or to understand a major adult role which is "work." Many of our youth do not see the relationship between education and the reality of work in today's society. Nor do they get a chance to test reality in the adult world.

We come to the point that we know the schools cannot do the job of teaching our young alone, and much of what they need to learn is not available through the traditional "pick-up" methods of the past which were learned in the home and the community.

What are some of the comments of people who study this problem of the future and preparing for the future? Alvin Toffler (author of *Future Shock*) says: "As the labor children can do has become unnecessary to society, school has been extended for them. With every decade, the length of schooling has increased, until a thoughtful person must ask whether society can conceive of no other way for youth to come into adulthood. If schooling were a *complete environment*, the answer would be that no amount of school is too much, and increased schooling for the young is the best way for the young to spend its increased leisure, and society its increased wealth.

"But schooling, as we know it, is not a complete environment giving all the necessary opportunities for becoming adult. School is a certain kind of environment: individualistic, oriented toward cognitive achievement, improving dependency on and withholding authority and responsibility from those in the role of students. So long as school was short, and merely a supplement to the main activities of growing up, this mattered little. But school has expanded to fill the time that other activities once occupied, without substituting for them. These activities of a young person included opportunities for responsible action, situations in which he came to have authority over matters that affected other persons, occasions in which he experienced the consequences of his own actions, and was strengthened by facing them — in short, all that is implied by "becoming adult" in matters other than gaining cognitive skills.

"Nevertheless, as these activities outside the school dwindled, society's prescription for youth has been merely more of what was prescribed for them as children: more school. It appears reasonable now, however, to look a little more carefully at the task of becoming adult, to not ask the quantitative question, "How much more schooling?" but the qualitative one: "What are the appropriate environments in which youth can best grow into adults?" It appears reasonable now, not merely to design new high schools or colleges, but to design environments that allow youth to be more than students. That these environments will include some schooling does not lessen the difference of this task from that of creating opportunities for youth to become adults in all ways, not merely intellective ones."[1]

Career education is needed to help youth become adult in those ways required for a work role, beyond the intellective.

Bruner has put it another way, "Our youth have become knowledge rich and experience poor."[2]

"The nature of society has become one that has little use for the young in the labor force since most jobs require less muscle and more specific learning in the form of knowledge, skills and experience. The rapidity with which this has occurred may be shown by the deteriorating position of teenagers relative to the unemployment rate. In 1930 the teenage rate was about one and a half times the national rate; by 1948 it had climbed to two and a half times the national rate; by 1963 it had reached three times and in 1967, it was almost three and a half times as high as the national rate."[3] Today, it is over four times the national rate.

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[1]Toffler, Alvin, Editor, Chapter One, "The Psychology of the Future," from *Learning for Tomorrow — The Role of the Future in Education*, First Vintage Books, 1975.

[2]Bruner, Jerome, "Continuity of Learning," *Saturday Review of Education*, March, 1973.

[3]*Wirtz, Willard, That National Manpower Institute, The Boundless Resource, A Prospectus for an Education Work Policy*, The New Republic Book Co., Inc., Washington, D.C. 1975, p. 1.

The United States, the richest country in the world with the most highly developed educational system, has the poorest record of all advanced nations in providing effective bridges between school and work for the younger generation.

Career education is needed to help ease the transition between youth, school, and work especially entry level employment.
Youth needs skills, knowledge, and experience that Havighurst says falls into two broad classes, "those involving self-development and those involving other people."

Objectives of Self-Development

1. *Cognitive and noncognitive skills for academic independence and for occupational competence.* We refer here not only to verbal and mathematical skills, but also to a variety of social skills and manual and technical skills to fit the wide range of competency occupations.
2. *Capability for effective management of one's own affairs.* Self-direction and self-management are essential in a complex world.
3. *Capability to engage in intense concentrated involvement in an activity.* Great accomplishments and small ones alike are personally satisfying when they grow out of "inner motivation" which propels the person and focuses his or her attention.
4. *Capabilities as a consumer, not only of goods, but more significantly of the cultural riches of civilization.* Enrichment of the entire adult life flows from the development of taste and understanding of art, literature, music and history.

Objectives of Social Relations

A range of involvements with other types of people is needed for social maturation of youth.

5. *Experience with persons differing in social class, subculture and age.* For a society that is committing itself to a democratic cultural pluralism, as ours is doing, it is essential that young people expand their social and moral horizon to include a concern for people with a diversity of life styles.
6. *Experience of having others dependent on one's actions.* Full adult responsibility as a spouse, a parent and citizen requires caring for others who need assistance.
7. *Experience of interdependent activities directed toward collective goals.* A healthy society requires cooperation and coordination of activities of many people. The young person needs experience in the roles of leader and follower."[4]

Career education is needed to expand the learning of the young outside the limited environment of the school and to show the relationship between education and its application in the real world.

The fact that must be learned by all persons is that education is necessary for nearly all employment; those uneducated and those who cannot use what they have learned are often unemployed.

Career education is needed to bridge the gap between what is learned in school and how it is used in the world.
The future will likely require continued changes in work roles and work skills, since nearly one-third of all jobs in the nation change every ten years.

The question of what is the best kind of new work to prepare for requires specific knowledge about new occupations and opportunities, how one can build on one's education and experience and where and how to gain the new knowledge and skills needed.

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[4]Havighurst, Robert J., "Objectives for Youth Development," Youth: *The Seventy Fourth Yearbook of the National Society for the Study of Education*, Part 1, p. 87.

Career education is needed to help each person plan for further education that will be related to likely work roles available in the future.

The specific process of making career decisions is more than knowledge of jobs and work opportunities. The kind of private and public life one wishes to have needs to be explored in relation to the restrictions and the opportunities available in various careers. One's likes, interests, aptitudes, and values are most significant in career choices. The kinds of education and programs one chooses in school ought to be related to one's planning for the future.

Career education is needed to teach youth how to plan for a future life style and career and it should provide experience in making educational and career decisions.

Career maturation is a developmental process from the early years that allows for learning self-awareness and trying out one's aptitudes, interests, and learnings in the real world. Too often the school curriculum limits these opportunities and the chances to become aware of self through exploration in the adult world. The school is a limited environment.

Career education is needed to relate self-awareness to exploration in the real world including orientation to work and workers in society.

Career education is needed because school cannot be the total learning environment, nor should it attempt to become one. Those things that can best be learned outside the school in the home, the community, and the work place should be learned in these places.

Career education is designed to bring the teachings of the school and the learnings outside into a meaningful relationship related to the individual's aptitudes and future as an adult.

Career education is needed to make education relevant to the individual learner.

Career Education: What Are the Payoffs?

Education should prepare the individual to function in the future, but no one nor any group can decide exactly what the individual should study unless they can predict the future. Toffler says that, "All education springs from some image of the future. If the image of the future held by society is grossly inaccurate, its education system will betray its youth."[5]

Our present educational system and most of the curriculum and activities were built around the past and what was known to be needed to function in one's private life and as a citizen. A work life for most persons was purely muscular and not related to education and continuous learning. Thus, a work life was not part of the consideration of the first twelve grades for most young persons. This, of course, is not true today, nearly all work requires certain educational competencies and specific knowledge and skills.

While it is impossible to determine in any detail or certainty all the knowledge or personal, social and work skills one may need, there are certain basic competencies, understandings, and experiences that everyone needs to be able to function today and in the future.

Career education has become one of the basics needed by all our students as spelled out in State Board action and is now one of the basic standards that is used to evaluate the quality of school systems and the individual schools.

One of the payoffs would be very pragmatic; that of simply meeting state standards.

However, there are certain competencies that career education should help each child achieve. What are those necessary competencies even if we cannot predict the future?

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[5]Toffler, Alvin, Editor. *Learning for Tomorrow — The Role of the Future in Education*. First Vintage Books, 1975.

First *Every person must be able to read, write, compute and listen.*

Career education often provides individuals with a reason to learn "basic learning skills," because they are essential to all work and work preparation. Too often grades, promotions, and achieving school goals are not seen as related to individual hopes and aspirations. Many children and youth need to understand that what they are doing will have personal payoffs in terms of future roles.

Where the teacher can use career goals, interest in adult roles, and work to motivate learning in the basic tools skills, it may be more effective than success in school, for some children. The payoff is that some individuals will learn the need for education through career orientation, exploration, planning and preparation.

As youth begin to use the community as a teaching and learning tool more adults and community leaders will reinforce the values of learning and school and thus support the teachers' efforts in this area.

Second *Every person must learn to be responsible and use time effectively.*

The separation of school from the home and the community of necessity makes the school environment different and for some children and youth, "unreal."

The immediate consequences of failing to come to work on time, violating the speed limit, not having anything to eat, having no money, taking a trip to Europe, buying a new car and many other adult situations and activities, make school, which rewards and punishes through grades, a much less relevant situation. Unless the home and the community have taught and indoctrinated the child with the values of responsibility and effective use of time the school has a difficult time.

Each of us is aware of children, youth and adults who have not learned how to use time and be responsible for their own actions.

Career education involves the parents and selected persons in the community to teach and reinforce this basic competency required in the future. No person whether planning more schooling or entering the work force can function effectively without the basic skills of self management.

Third *Every person needs to know his own aptitudes, interests, and areas of strengths and weaknesses in order to prepare for the future.*

Since school is primarily oriented to verbal activities many children and youth do not know that society today and in the future needs and will reward other competencies, if one has gained the minimum teaching skills. The system of evaluation, used in our schools, of comparing the individual to the average at national, state, and local levels means that one-half of our students will be below average. For some it means success without purpose or effort. In both situations the individual is not prepared to face the future effectively because such evaluation gives a false picture of what society needs and will reward. It often gives a false picture to the individual of their own worth and value to society. Today we see some of our best school achievers quitting for lack of challenge and our poorest achievers giving up convinced they cannot learn.

Thus knowledge of one's own competencies and how they can be useful in the future adult world and not just in terms of schooling is a payoff that should improve learning in school.

Fourth *Career education provides individual goals and career plans related to educational achievement.*

Every educator is aware of the necessity of motivation as a criterion for better learning. It is also generally accepted that individual goals motivate better than assigned goals.

Thus career education helps motivate students to improve learning in school.

Fifth Career education provides working relationships among learner, school, home, and community.

The payoff from those activities is support for education and values needed in the future designed around the student's career plans. Hopefully, the ideal outcome in each case would be student career goals that would bring support and involvement by home, community and school in a common cause agreed upon by all.

Sixth Career education should provide chances to test learning in the school, in the real world, and to demonstrate to the student the use and values of education.

Seventh Career education should provide students with the skills and practice in decision making and planning for the future in regard to work, education and personal goal changing.

Since no other thing can be as certain as change, the most necessary competencies beyond the basic learning tools would be the competencies to make new plans, decisions, and to change goals as the future may demand.

Eighth Career education should help reduce the conflict and sometimes resistance to continuing education that will be required by everyone.

Ninth Career education ought to increase the efficiency and effectiveness for high school and postsecondary education by helping more students select programs in which they are interested and prepared.

Career Education: How Is It Implemented?

To be truly effective implementation of career education must begin at the pre-school level and continue through all the grades through college and into adulthood.

The most basic approach is known as fusion, which simply means that the concepts of career education are made part of all the activities and learning that takes place in the school. Each teacher relates the course and its content to the career opportunities that are related and available. In addition to the fusion process the development of specific activities which relate to work orientation and exploration, experience in actual work roles in the community, the provision of occupational training, transition from school to work, and specific assistance in the development of career plans for each student should be part of an overall career plan in a school district.

The approaches to career education occur in a sequential approach that often follows the students as they progress through the school levels.

I. *Orientation to the World of Work*
   Preschool, primary, and middle grades focus on work as a function of the individual in adult society, relationships between education and work and activities that involve workers coming to school and field trips to work places.

II. *Exploration of Occupations and Self*
   A close look at broad occupational clusters and an exploration of the educational requirements, working conditions, rewards and future development of specific occupations is made during the middle and junior high grades. At the same time a study of one's own interests, aptitudes, and achievements as they relate to future education and work is necessary. Career planning should begin at this point, at least in terms of high school and postsecondary educational plans both for formal education and experiential learning. Further exploration of specific occupations and jobs and workers should take place during these grades.

III. *Career Guidance and Career Planning*

The high school years should be a time for developing individual career plans which include the following activities.

(a) Development of a career plan with alternative options;
(b) Specific occupational training for students that plan to enter directly into the work force;
(c) Work experience for all students that:
    (1) teaches work skills required in all work,
    (2) allows one to try out an occupation, and also to
    (3) gain specific occupational skills learned on the job as part of the school program.
(d) Articulation and advanced placement with postsecondary institutions.

IV. *Transition and Placement*

If the student can make career plans based on knowledge and understanding of self, the world of work, and the future, it is essential that assistance be given so the student can move into the job market so the job can give opportunities for continued learning as well as earning. Sound career education would assure that transition from one step to another in the career plans of an individual is essential.

Process and Implementation

I. *The Development of a Career Education Plan*

Career education is a change in the basis purpose of the schools and thus requires policy decisions by the Board and Administrations. A career education plan is a design for proceeding over a several year period and not a program plan such as a teacher would make for his/her class. It simply defines what is to be done, sets the scope and sequence, and assigns responsibility. It requires a

(a) Board of Education policy including a definition of career education,
(b) Definition of the role and responsibility of the administrator,
(c) Statement of the scope of the program,
    (1) persons to be served,
    (2) grade levels involved,
    (3) involvement of the community.

II. *Involvement in Developing a Career Education Plan*

It is doubtful that much will happen unless there is involvement in developing the plan by all those who must implement it. It takes staff, community and students as well as administration. Processes often followed are:

(a) Establishing an Advisory Council,
(b) Setting goals and outcomes,
(c) Establishing the starting point and the sequence of implementation,
(d) Defining a time line of action,
(e) Authorizing resources and assigning coordination responsibility,
(f) Doing staff development.

III. *Evaluation*

Any new program will not be perfect. Early evaluation of processes as well as outcomes needs to be done and efforts required to implement become so great that evaluation often is forgotten. Set a specific date in the plan to review results. An outside review may be the best way to go.

IV. *Redesign*

The evaluation should point ways to improve the career education plan. This must be done.

Career Education: Where Is It Working?

There probably is no one place in the nation where all aspects of career education are in operation. Specific approaches and isolated parts may be found in nearly every school unit.

Resources, persons and research that are "working" are listed and annotated under each section of this guide. Rather than present one list of where career education is working, this guide has been designed to give specific suggestions on the various processes and content of career education.

To find out "where it is working" the following suggestions are given.

I. Search the section of this guide that relates to your concern for specific suggestions
II. Call the State Department of Education Career Education Coordinator.
III. Review Bibliography.
IV. Write to the various places that provide career education materials.
V. Call your nearby college or university School of Education.

Career Education: Who Can Help?

Today there are many resources and experiences available to assist the individual institution or school district to start, to develop or to improve career education.

National Level

For the first time, 1979, funds are available to states and local school districts to develop career education plans and to assist in the implementation plans.

The Career Education Incentive Act of 1977 was designed as an assistance act to get career education implemented throughout the nation and provides authorization for Congress to appropriate funds for the next four years as well. It is designed to go out of existence at that time since its sole purpose is to act as an incentive.

Funds are available to states that develop a state career education plan and specifically request funding. Money is not automatically sent to the states. The law provides that money for local planning be available through the state upon request only. No funds will go to local school units except by applications which receive state review.

This law is administered by the Office of Career Education in the U.S. Office of Education, Washington, D.C., which has developed guidelines for the act which should be available from this office.

Over the past several years the Office of Career Education has made available nearly $10 million annually to fund special projects that demonstrate good career education or provide resources available to persons interested in Career Education. These resources are listed in the sections that follow in this pamphlet.

There are twenty million dollars available to states in 1979 to be used for career planning and implementation at the K-12 levels. There are no funds for postsecondary even through the law provides for assistance. Future years may see money for this level, if appropriated.

There is at the present time a series of Regional Educational Research Laboratories that have done considerable experimenting in career education. Those most well known are the Appalachian Regional Laboratory in Charleston, West Virginia; The Far West Regional Laboratory in Oakland, California; and The Northwest Regional Laboratory in Portland, Oregon. The specific addresses of these labs may be found in the appendices.

State Level

Georgia has been a leader in career education and the Department of Education has a consultant on Career Education and an office to administer the funds available to Georgia.

Write or call Ray Bouchillon, Consultant on Career Education, Georgia Department of Education, Atlanta, Georgia, 30334, or call (404) 656-2600.

A state Career Education Advisory Committee has been appointed by the State Superintendent of Schools. Membership of this committee may be obtained from the Career Education Consultant.

In addition to this type of help several projects have been funded in the state from other sources since 1969. Cobb County had one of the first career education programs in the country and several CESA units and local school districts have had outstanding projects in career education. Projects funded and now active may be obtained from the Georgia State Department of Education.

Also at the state level are the colleges and universities of the System of High Education. Nearly every institution has one or more persons knowledgeable about career education.

Local Level

Before searching too far you may wish to consult your own district office. A special project, a few years ago, served over 150 of the 189 school districts in Georgia. This project provided a Career Education Institute for Administrator Staff Development aimed at helping line administrators (Superintendent and Principals) develop a career education plan for their district or school unit. Over 1500 notebooks were given out during the three years of the project that included specific steps for developing an administrative plan for career education. These should be in many district or principal's offices.

Nearly all CETA units now have a person whose main responsibility is career education and should be available to advise and suggest specific local places to contact.

If your unit is new at the business of career education it would be well worth your time to find a school that has had experience and discuss your situation with them.

Chapter 2

CAREER EDUCATION: ESTABLISHING YOUR PHILOSOPHY

Introduction

"Why should we establish a philosophy of career education?" you might ask. The process of establishing it, not the final document, is the important consideration.

The process of establishing a philosophy is undertaken in order *to gain mutual understanding* among those who will work with and support the program and in order *to gain commitment to honest* action. As you go through the process you overcome resistance to innovation, in yourself and others, and you uncover misperceptions that could lead to implementation problems. Without gaining commitment to honest action you are likely to get a "lip service only" program.

Another way of saying the same thing is to say that you let people "own" the program; you discuss it and modify it in light of the discussions until people feel that it is theirs, not yours. And you let go of your own "ownership" to a degree. You become part of the group.

If you have been through such a process and seen a program work because of the good groundwork at the beginning, you need little convincing of the benefits of such discussion. And if you know the procedures for conducting the discussions that are involved in developing a philosophy you need read no further in this chapter.

If you have not been through such a process and if you are tired of "lip service only" program implementation you are probably ready for a new way of beginning new programs. And if you have seen individuals strongly resist what seemed to be obviously good ideas and new directions, you may be ready for some procedures to overcome such resistance.

Probably the most systematic and consistent work on developing philosophies of career education at local school system levels was done in the Career Education Institutes conducted in 150 of the 189 Georgia school districts by Dr. Venn. The 1500 notebooks which were distributed throughout the state contained basic policy and philosophy statements. They were discussed as a basis for formulating system policies and plans for career education.

One of the presentations made by Dr. Venn during the institutes dealt with the theme "Career Education: What It Is And Why We Need It." The basic ideas in that presentation appear in Chapter 1 of this report.

Steps in the Process

Thus most local systems in Georgia are in an excellent position to formulate a career education philosophy if they have not already done so. A number of specific steps are recommended:

1. Have someone develop a list of discussion questions (see sections below for further details.)
2. Bring together top administrators and staff; or, put this topic on the agenda of a general meeting.
3. Briefly summarize this procedure and examine the discussion questions.
4. Discuss major points, and determine if other questions are needed in order to have a system philosophy. If the system participated in one of the institutes there may be other material from the institute that needs to be incorporated. You may wish to incorporate ideas from materials discussed in sections below.
5. Complete the list of discussion questions that will lead various discussion groups to formulate recommendations regarding goals and methods for the program; include questions about assumptions that should be made about teaching and learning.
6. Include discussions based upon the list of questions in staff development activities for system personnel, and keep a record of recommendations suggested.
7. Include discussions based upon the list of questions in meetings with community groups and with the Career Education Advisory Committee. (The system should have such a committee; further information is provided in later chapters of this report.)
8. Combine ideas from Chapter 1, ideas from materials discussed below, ideas from community groups and the advisory committee into a final draft; get Board of Education approval.

9. Publicize the final philosophical statement locally through the community media outlets and through various civic and professional organizations.
10. Incorporate it into all curriculum guides developed in the system as they are revised from time to time.

Key Ingredients in the Process

Structured Discussions

Structure is necessary for good discussion. If you ask a group, "What should our philosophy of career education be?" you will likely get fragmented discussion that never reaches the point of providing solid recommendations. The level of discussion will be uncontrollable. Some persons will want to move into very idealistic and vague issues; others will want to "nit pick" on issues of personal concern. Developing a set of good discussion questions that cover the points you consider important to have in a philosophy will give directions to the discussion and keep it within reasonable parameters. Asking for general recommendations and indicating that the school system will honestly try to implement the recommendations coming from all the discussion with various groups does get people involved in a productive way.

Small Groups

Such discussion is difficult to manage in groups larger than eight or ten persons. In groups larger than ten persons the discussion becomes boring for many because they do not get to participate. Larger groups also have trouble reaching consensus. Plan ways to divide large groups into small groups, each led by a facilitator.

Facilitators

Groups also tend to wander, and a facilitator is needed. Facilitators must be persons who can keep groups working on the task at hand without making anyone mad. They must also be persons who are skilled in rephrasing when needed in order to get consensus.

Consensus

Consensus is achieved when everyone in the group is willing to support the final product. Thus there will never be voting on various alternative recommendations within such discussion groups. A major purpose is to find a philosophy that all persons can support and to have all persons leave the discussion committed to the program. Thus it is important to work to develop recommendations that everyone supports. You do not want to have persons leaving the group after having "gone along" in the discussion and then later working against the program.

Wide Involvement of Persons

Gaining support for the career education program both within the school system itself and within the community means involving many persons. Doing so means that there are then many persons who are familiar with the program and supporting it informally in discussions with their friends. Involving a wide variety of persons also insures that the recommendations that emerge truly represent the spirit of the community. Involving key leaders in the school system and in the community as well as teachers and parents is vital. Persons who were not involved in the discussions but who are aware of the process will give more credibility to the program if they know an honest effort was made to determine what the community wanted.

Honest Listening

Honesty in the effort is vital. Accurately hearing what people are recommending and letting them know that they were heard is also essential. The strongest support for the program will emerge when this

honest listening is evidenced by the small group facilitators, by school system personnel responsible for implementing various parts of the program, and by the top administrators in the system.

A Good Beginning Point

Honest listening is not likely to lead to a coherent philosophy unless the structured discussions have a good beginning point, one which is thorough and deep. Thus an essential ingredient of the process is the initial development of the set of discussion questions. This process would involve sufficient time and effort on the part of a perceptive and well-read person to insure that the final product will be solid. That person will want to consult a variety of materials.

Materials That May Help

A number of general works on career education are available. Two of them that were published several years ago are particularly recommended. One which has been very popular is *Career Education: Perspective and Promise* by Goldhammer and Taylor. A second very valuable book is *Essays on Career Education*. It contains a variety of essays by excellent writers and will definitely stimulate deep philosophical discussions of the nature of career education. It is available from the Northwest Regional Education Laboratory.

More recent is *A Summary of Commissioned Papers Prepared For The National Advisory Council for Career Education*. It is available from the National Advisory Council for Career Education.

Those wishing to take the time for controversy in philosophical discussions – which may give the meetings some credibility – will find ammunition in the Grubb and Lazerson "Rally 'Round the Workplace: Continuities and Fallacies in Career Education" article which appeared in the November 1975 *Harvard Educational Review*. Reading this article may also alert a leader to the typical misconceptions that may emerge in such discussions.

One document that outlines very briefly many of the elements that perhaps should be considered in formulating a philosophy is *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education*. In addition to dealing with definitions and programmatic assumptions it presents data from respondents to whom a tentative draft was presented. Repeating this process of preparing a tentative draft locally, getting responses, and then publishing a final document may be a way to get involvement of persons in the total community.

Dealing with the role of vocational education is facilitated by studying a publication of the ERIC Clearinghouse on Vocational and Technical Education entitled, *Career Education: The Role of Vocational Education*. Although published in 1973, it contains selected principles upon which a majority of educators agree concerning the role of vocational education in career education. General roles for vocational education that were proposed in it still are worth considering.

Other materials are annotated below.

Subject:	Philosophy
Authors:	Keith Goldhammer and Robert E. Taylor
Title:	Career Education Perspective and Promise
Date:	1972
Number of pages:	296
Availability:	Charles E. Merrill Publishing Co. Columbus, OH 43216

Subject:	Philosophy
Title:	Essays on Career Education
Date:	1973

Availability: Northwest Regional Educational Laboratory
710 SW Second Ave.
Portland, OR 97204

Annotation: This book contains essays on aspects of career education.

Subject: Philosophy
Title: Career Education: The Role of Vocational Education
Date: 1973
Availability: Center for Vocational and Technical Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Information Series #9 VT 020 367

Annotation: Paper identifies selected principles on which a majority of educators agree concerning the role of career education and propose some general roles for vocational education.

Subject: Philosophy
Author: Keith E. Smith
Title: A Summary of Commissioned Papers Prepared for the National Advisory Council for Career Education
Date: 1976
Availability: National Advisory Council for Career Education
U.S.O.E.
Washington, D.C.

Subject: Philosophy
Author: Edwin L. Herr
Title: The Emerging History of Career Education: A Summary View
Date: 1976
Availability: National Advisory Council for Career Education
U.S.O.E.
Washington, D.C.

Annotation: This report gives an overview of career education: includes documentation of sources of funding, nature of activities, the administrative structure, legislative history of career education, criticism of career education, and changes in approach to career education.

Subject: Philosophy
Title: The Efficacy of Career Education
Date: 1976
Availability: National Advisory Council for Career Education
U.S.O.E.
Washington, D.C.

Annotation: This report is a compilation of data collected around issues of career awareness, academic achievement, career decision-making, and other ways of assessing effectiveness.

Subject: Philosophy
Author: Herbert E. Striner
Title: 1984 and Beyond The World of Work

Date: 1967
Number of pages: 8
Availability: W.E. Upjohn Institute for Employment Research
300 South Westnedge Ave.
Kalamazoo, Washington 49007

Subject: Philosophy
Title: Report, Application of Vocational Development Theory to Career Education
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Information series #80, VT 020 368
Annotation: This report describes the multi-component career education curriculum model developed at Eastern Illinois University as an example of the current use of vocational development theory, learning theory, child growth and development theory and curriculum development theory in formulating curricular materials and procedures for career education programs.

Subject: Philosophy
Author: Gene Bottoms
Title: Career Development Education: Kindergarten through postsecondary and adult levels
Availability: State Superintendent of Schools
State Office Bldg.
Atlanta, GA 30334
Annotation: This booklet is a brief outline of the need for career education infusion throughout the educational experience of all students.

Subject: Philosophy
Title: Leadership for Career Education
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: This handbook includes an interpretive base of philosophic foundations which support the movement (career education), some perspective on American education with reference to need for its reform, an examination of leadership responsibilities to be discharged in the maturing of the career education movement, and the identification of agencies responsible for the discharge of these responsibilities. Annotated bibliography.

Subject: Philosophy
Authors: Edited by Barbara M. Bednarz, David Goodwin and Arthur F. Terry
Title: Planning and Implementing Career Education Programs: Perspectives
Date: 1975
Number of pages: 54

Availability:	Center for Vocational Education Ohio State University 1960 Kenny Rd. Columbus, OH 43210
Annotation:	A collection of papers presented at the Career Education National Forum. These papers discuss the vital issues facing career education. Concepts at all levels.

List of Resource Persons or Programs

Person	Institution to Contact
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Bldg. Atlanta, GA 30334 (404/656-2600)
Ms. Judy Comer Career Education Coordinator	Cobb County Public Schools Marietta, Georgia
Ms. Margaret Harper Project Director	Columbia County Career Education Project Evans, Georgia
Dr. Vann Sikes Project Director	Crisp County Comprehensive Career Career Education Demonstration Training Center Cordele, Georgia

Probably the most helpful persons will be those within the local system who attended the institute conducted by Dr. Venn. These persons will be readily available, will have read and discussed the concepts involved in career education, and will have also had time to try the ideas out in discussion with other local personnel.

Chapter 3

CAREER EDUCATION: PLANNING AND IMPLEMENTING

This chapter deals with the following:
1. general ideas of planning and implementing,
2. special procedures for rural areas, and
3. staff development.

East section of the chapter is outlined as follows:
1. introduction,
2. brief descriptions of materials that may be helpful, and
3. a list of resource persons or programs.

General Ideas of Planning and Implementing

Introduction:

Fact #1: People in school systems are very busy.

Fact #2: Most of them want to improve public education.

Fact #3: Proposals for educational change tend to ask for massive commitments of money, facilities, and personnel.

Given these facts, we may ask how any change ever comes about. (Beginning in this way will keep us realistic yet open.)

Most change in school systems seems to happen in one of two ways. There may be a "decree" in the form of funding source guidelines, legal requirements, or accreditation commission requirements. As often as not the "letter of the law" but not the "spirit" is observed, and the change may make little impact in the lives of school staff or students.

The second type of change, frequently observed, happens when persons directly responsible for programs — teachers, counselors, principals, or other local school personnel — feel a need for change and find a program model that they can adapt and adopt easily. They then try the new approach, and if they like it they keep it. Such change is greatly facilitated when local school personnel are granted planning time and when money for new materials is available. This type of "natural" change is perhaps more likely to have a lasting impact than is "decreed" change.

The "natural change" process can be improved by examining literature on management and on program development and operation. For example, Figures 3-1 and 3-2 on the following pages show how a person who uses a "systems approach" thinks of the elements of a curriculum change process. The first five elements in Figure 3-1 deal with program development; elements six and seven deal with program operation. Figure 3-2 gives more details on program operation. These two figures outline *what* is done. It may be done in simple or elaborate ways; it may be put on paper or done in one's head. The main thing to remember is that within a "natural change" situation these "steps" in the system are seldom done in order. Things tend to happen all at once. The advantage of studying such a chart is that it helps us to remember the different things that need to be done. These figures are from the *Hawaii Career Development Continuum* which gives a description of what is involved in each element of this application of the systems approach.

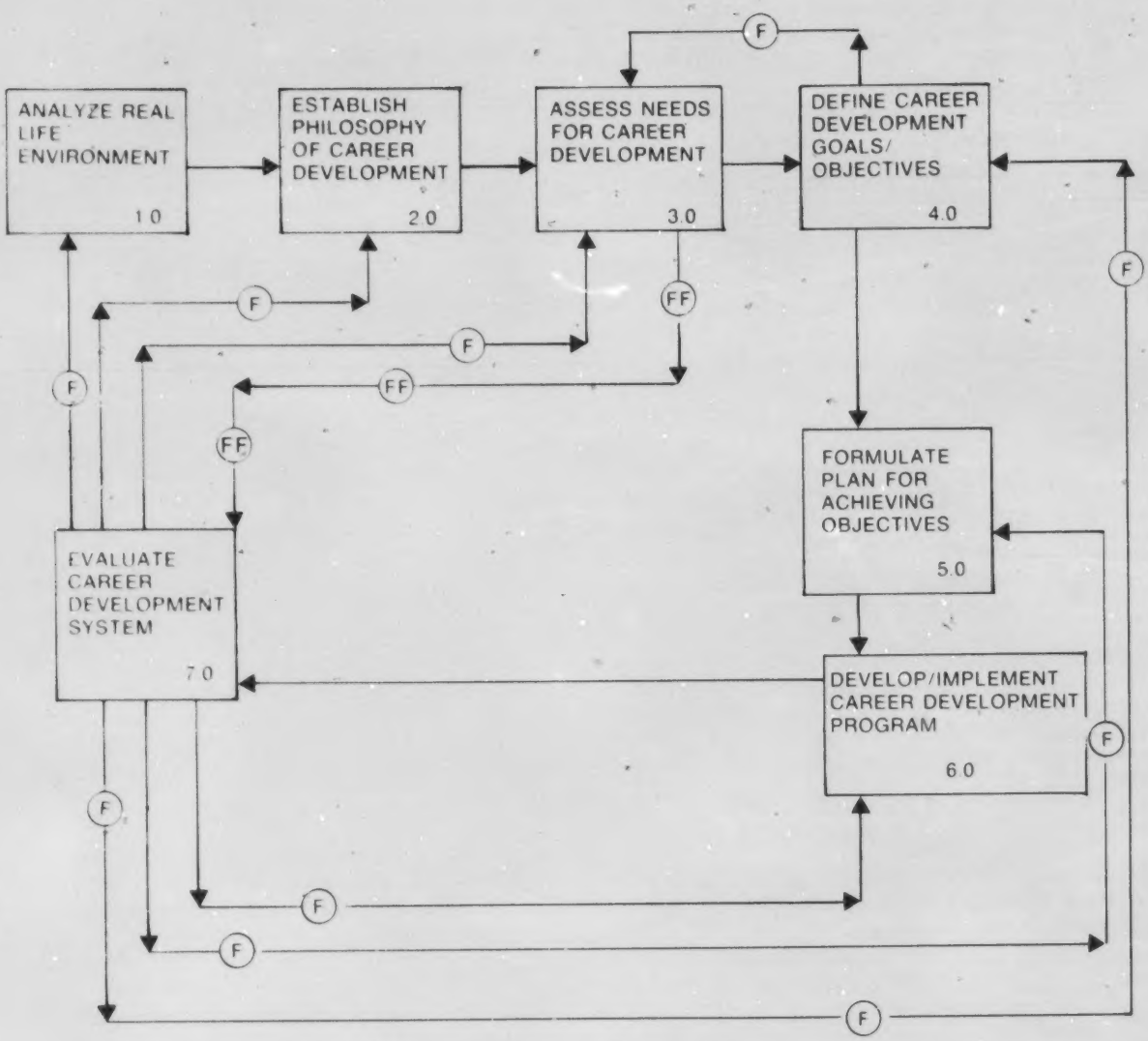

Figure 3-1
System for Conducting
Hawaii Career Development Continuum Project*

*Adapted from generalized system model developed by T.A. Ryan. For more complete description of the model, see "Educational management by systems techniques in corrections." *Educational Technology*, 1972, *12*, 18-26

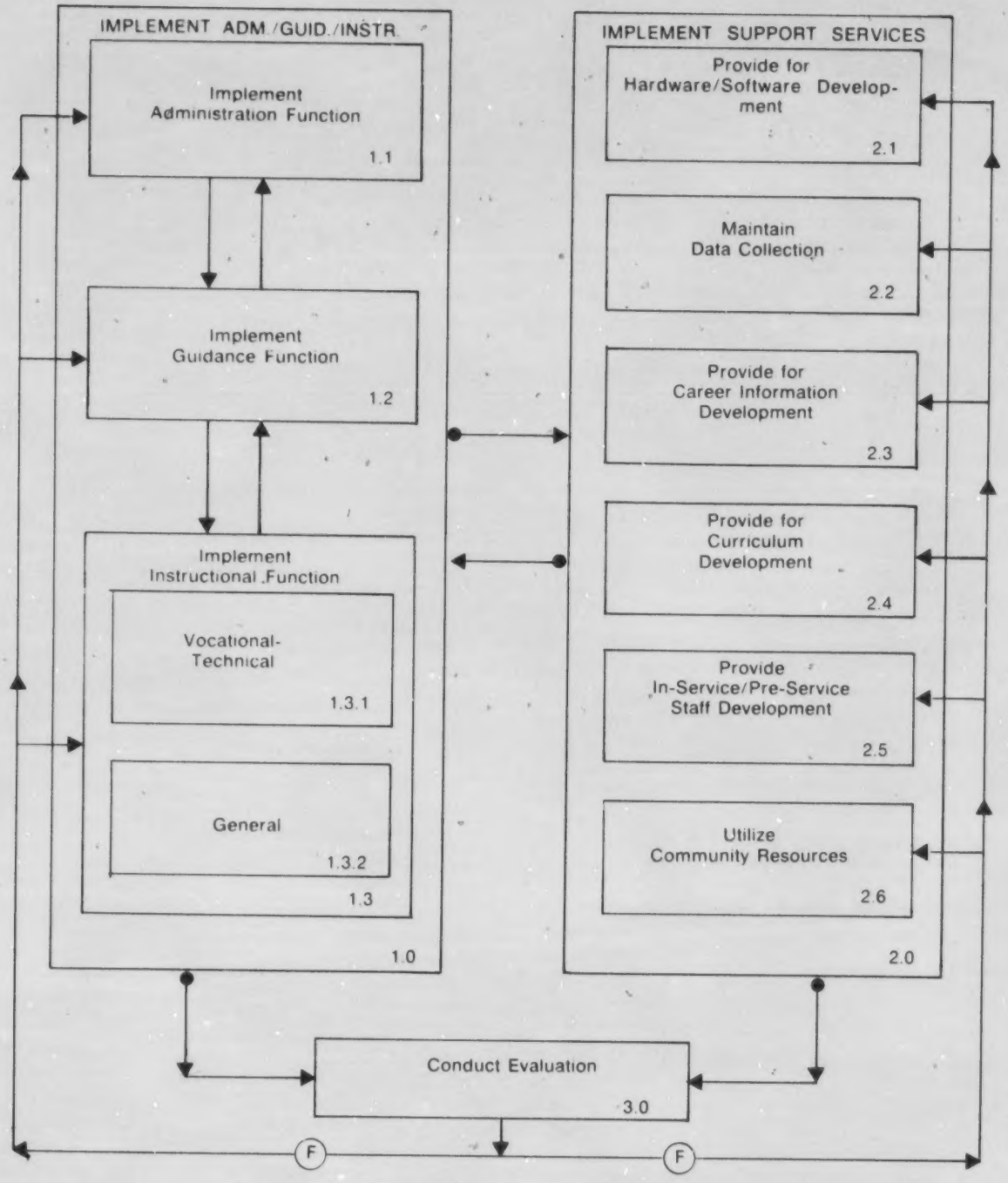

Figure 3-2
Organizational Structure for the
Delivery of Career Development Experiences

Adapting the "systems approach" to the natural process suggests that the following elements would be involved in beginning or improving a career education program within a school or a system:

1. Involve various groups in analyzing the situation. Discuss how well the school or system has been meeting the career needs of the students. Examine materials and program descriptions from similar schools or systems.
2. Locate a philosophical statement written in a similar school or system; discuss it with various groups; involve them in modifying it to fit your own situaiton.
3. Locate a needs assessment procedure and instruments developed in a similar school or system; have various groups examine it in light of the materials and program descriptions that have appeared to be relevant; discuss how it relates to your own situation and philosophy; modify it as needed; conduct the needs assessment. Begin planning how you will evaluate whether needs are being met when it comes time to evaluate the program. (For more on this point see the chapter on evaluation.)
4. Based upon the assessment of needs, discuss priorities and set career education program goals and objects; in writing or orally stating goals and objectives keep in mind the materials and program procedures that have seemed relevant.
5. Plan how the objectives are to be reached.
    a. Obtaining materials
    b. Collecting data
    c. Developing career information
    d. Preparing new curriculum guides and activities
    e. Conducting in-service
    f. Using community resources
    g. Evaluating the program
6. Put the program into operation. (Try it.)
7. Conduct evaluation. (See if you like it.)
8. Revise it as needed or try something different.

The above steps say *what* needs to be done. They do not say *how*. The "how" is important. Guidelines for how to make changes in ways that result in good programs may be derived from management literature. Fortunately, many of these ideas have been pulled together by Ronald W. Stadt in the book *Managing Career Education Programs*. (For details see section below.) A key ingredient is taking into account the personal needs of the individuals involved in the process.

The sections which follow suggest places to locate materials that may be adapted for use in each of the planning and implementing elements outlined above.

Brief Descriptions of Helpful Materials

Subject:	General Ideas
Authors:	Partners in Career Education
Title:	Administrator's Career Education Implementation Guide
Level:	K-12
Availability:	Partners in Career Education 1201 N. Watson Rd., Suite 130 Arlington, Texas 76011
Annotation:	This guide for a Texas program describes materials and procedures that may be useful to school administrators interested in initiating a career education program or enhancing an existing program. Section I: How to utilize the learning system components to implement career education in all grades, K-12. Section II: A series of charts which show how the major components of the Partners in Career Education Learning System were developed. Students, parents, educators, business and professional people and representatives of labor and governmental agencies all contributed to its development.

Subject: Planning and Implementing: General Ideas
Authors: Stadt, Ronald W.; Bittle, Ray E.; Kennecke, Larry J.
Title: Managing Career Education Programs
Date: 1973
Number of Pages: 224
Availability: Prentice-Hall, Englewood Cliffs, NJ, $8.95
Levels: Grades K-14
Annotation: Stadt and his colleagues apply contemporary business management procedures in situations applicable to career education projects. Though many of these procedures are nearly 20 years old, they have yet to be implemented in the field of education.
This source is highly useable, is easily read and comprehended, and marries management systems and learning. The book is enhanced by the inclusion of discussion cases, activities, and bibliographies at the end of each chapter.

Subject: Planning and Implementing: General Ideas
Authors: Office of Instructional Services
Title: Hawaii Career Development Continuum, Grades K-3, 4-6, 10-12, 13-14. (four volumes)
Date: 1974
Availability: Office of Instructional Services
Dept. of Education
State of Hawaii
Annotation: These guides assist teachers in providing for a broad approach to the economic, social and psychological development of each individual. Each volume contains the set of objectives, learning experiences and evaluation procedures for the given grade levels. Learning experiences are suggested tasks, materials, and equipment. Suggestions are given to indicate the class or settings in which the learning experiences might be used. Part III contains a description of the systems approach which was used in planning and administering this project. A bibliography follows this section. Appendices give sources for obtaining materials.

Subject: Planning and Implementation: General Ideas
Authors: Center for Vocational and Technical Education
Title: Determining Occupational Emphases for High School Program Design
Date: 1973
Availability: Center for Vocational and Technical Education
1960 Kenny Rd.
Columbus, OH 43210
Research and Development Series No. 85
Annotation: This booklet reports a prototype methodology for ascertaining the relative emphasis which should be given to various occupational areas in a local secondary school program. Four considerations identified as being of major importance are local and national manpower needs. students' needs as perceived by the community representatives and school staff, student occupational aspirations, and parental occupational preferences for their children.

Subject: Planning and Implementing: General Ideas
Title: Career Education: A Priority of the Chief State School Officers

Availability: Olympus Publishing Company
1670 East 13th Street
Salt Lake City, Utah 84105
ED 122099

Annotation: Curriculum Development/Educational Development/Educational Objectives/Educational Strategies/State of the Art Reviews/Program Planning.
This volume includes the following five chapters:
Ch. 1 - Concepts of career education
2 - Purposes and goals
3 - Development and use of curriculum material
4 - Models, elements, and characteristics of career education
5 - Career education and the state education agency.

Subject: Planning and Implementing: General Ideas
Title: Career Education: The New Frontier
Availability: Charles A. Jones Publishing Co.
4 Village Green, SE
Worthington, OH 43085 $10.60

Annotation: Describes how to implement career education concepts without disrupting or destroying the present curriculum. Discusses what career education means to both the teacher and youngster in the average classroom and identifies the beneficial effects of such programs. Discusses the role of career education, the career selection process, goals and objectives, traditional approaches, teaching techniques, and suggested projects related to career education.

Subject: Planning and Implementing: General Ideas
Author: William M. Timmins, Ph.D.
Title: Implementing Career Education In A Local Education Agency: A Source Book
Date: 1974
Number of pages: 198
Availability: Utah State Board of Education
Salt Lake City, Utah

Annotation: This book is a companion volume to a smaller document entitled: *Implementing Career Education in a Local Education Agency: A Guide*. The source book outlines and describes the steps to be taken when implementing a career education program. The steps discussed are: needs assessment, define and analyze need for career education, consider alternatives, implementation and evaluation and revision.

Subject: Planning and Implementing: General Ideas
Title: A Synthesis of Results and Programmatic Recommendations Emerging from Career Education Evaluations in 1975-76
Date: 1976
Level: Educators, administrators
Availability: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Annotation: This report contains results of evaluations of student learning conducted by 81 federally-funded career education projects and recom-

mendations on improving the management of career education projects.

Subject: Planning and Implementing: General Ideas
Author: Larry McClure
Title: Career Education Survival Manual
Date: 1975
Availability: Olympus Publishing Company
Salt Lake City, Utah
Annotation: This book is a general overview of what people say career education is and how they're going about doing it. The content is based on firsthand impressions of programs around the country, interviews with a number of people and reviews of written programs and their evaluations.

Subject: Planning and Implementing: General Ideas
Authors: Dwight Davis and Joe Borgen
Title: Planning, Implementing, and Evaluating Career Preparation Programs
Date: 1974
Availability: McKnight Publishing Co.
Bloomington, Illinois 61701
Library of Congress Card Catalog Number 73-94207
Annotation: This manual gives detailed practical activities containing step-by-step procedures for conducting a manpower supply and demand survey, writing student performance objectives based on identifiable competencies, utilizing an occupational advisory committee, recruiting students, conducting a student follow-up survey, and more. Materials to do all of the preceding are included. The manual is in looseleaf notebook form.

Subject: Planning and Implementing: General Ideas
Title: Directions in Career Education: Questions People Ask About Education and Work
Availability: The National Institute of Education
U.S. Dept. of H.E.W.
Washington, D.C. 20208
Annotation: The guide asks the "most asked" questions about career education and responds with references to programs being implemented in relevant areas and a brief overview of question.

Subject: Planning and Implementing: General Ideas
Authors: Thomas Buffington and Associates
Title: Profiles of Career Education Projects/Third Year's Program Fiscal Year 1977 Fundings.
Date: 1978
Number of pages: 275
Availability: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 017-080-01873-0
Annotation: A brief summary of exemplary and demonstration projects funded in fiscal 1977. This is a publication compiled by the Office of Career Education (USOE). The general emphases of the projects are han-

dicapped students and training and retraining projects. There is also a substantial number of communication projects included. The Thompson (Central Savannah Area Cooperative Educational Services) Project is also included.

Subject:	Planning and Implementing: General Ideas
Title:	Models for Career Education in Iowa
Level:	Grades K-12
Availability:	Dept. of Public Instruction Career Education Division Grimes State Office Bldg. Des Moines, Iowa 50319
Annotation:	Includes the following booklets: The Self-Concept and Career Education Selected Occupations by Clusters for Use in Elementary Schools K-6 Staff Development, Career Curriculum Project Goals and Objectives for Implementation of Career Education in Grades 7-12 Implementing Career Education Objectives in the Classroom (Accommodation Phase) Selected Occupations by Subject Matter and Occupational Clusters for use in Secondary Schools Implementing Career Education Objectives in the Classroom (Exploration Phase) Implementing Career Education Objectives in the Classroom (Exploration and Preparation Phase) Administrator Roles in Implementing Career Education Concepts in the School Curriculum Self-Awareness Classroom Activities Career Education and the World of Work Implementing Career Education in the School Curriculum Implementing Career Education Objectives in the Classroom (Awareness Phase)

List of Resource Persons or Programs

The following programs in Georgia may be sources of ideas:

Title:	A Comprehensive Career Education Program
Contact Person:	Mr. Charles Johnston, Director
Address:	Dade County Schools Box 188 Trenton, GA 30752
Objectives:	People leave this county when they finish school; so, the project aims to educate students to job opportunities available in the county.
Approach:	In grades 1-6 career education is taught through infusion. Grades 7 and 8 a comprehensive evaluation is being used (McKnight materials). Grades 9-12 are taught through an advisor-advisee program. Substitute teachers are instructed to teach career information related to their area of specialization. Career days are also used to teach the students about careers. The program uses an advisory committee composed of community people, students and teachers.
Availability:	Visitors are welcomed.

Title: Career, Math, Reading Education Project
Contact Person: Mobley G. Ross
Address: Lincoln County Schools
Lincolnton, GA 30807
(404) 359-4446

Approach: Career Education is infused into the curriculum for grades K-12. A curriculum guide is used for grades K-elementary. In the high school the curriculum is planned from career days. Each faculty member is responsible for a set number of students and he/she provides career information for the students based on the needs discovered at the career days. Guest speakers, consultants and field trips are used to provide the students with additional career information. The media center is housed in the school library.

Availability: Visitors are welcomed.

Title: A/A of a Career Education Practice
Contact Person: Mr. Van Layson
Address: Jasper County Schools
Courthouse
Monticello, GA 31064

Approach: This program utilizes the infusion method of instruction for career education. This year the program was on a volunteer basis for the teachers. Approximately 30% of the teachers participated. Next year when the Title IV funding ends the program will be mandatory for all teachers. The high school and the elementary school have a small resource center as a part of the main library of the school. Each teacher covers a set of modules through inclass instruction, field trips, guest speakers, and other resource persons. The Vocational Director is in charge of the program at the high school.

Availability: Brochures will be developed. Visitors are welcomed.

Title: Career Education: Staff and Students
Contact Person: Mrs. Janetta C. Paulk, Director
Address: Fitzgerald City Board of Education
P.O. Box 1047
W. Palm St.
Fitzgerald, GA 31750
(912) 423-8759

Approach: The local board states that there will be career education in the schools. The project is under a local budget and involves everyone in the schools. Activities were developed for each grade level and each subject area — the infusion method of career education is being used in grades K-12. The program offers informal testing and counselling related to the testing. The program utilizes field trips and resource persons. Each school has a local advisory committee, and the system has an advisory committee.

Availability: Visitors welcome.

Title: Project HEAR
Contact Person: Mr. Howard Hendley
Address: Sumter County Schools
P.O. Box 967
Americus, GA 31709

Approach:	This program plans to approach career ambiguities both from the standpoint of such variables as time, the economy, technology, politics, and social influences. It will enable students (K-12) to develop an awareness and understanding of the diverse roles among individuals in the world of work.
Availability:	None listed

Title:	Fused Academic Career Education Program
Contact Person:	Mr. W.A. Brannen, Project Director
Address:	Burke County B.O.E. Academy Ave. P.O. Box 596 Waynesboro, GA 30830 (404) 554-5101
Approach:	This project is directed toward grades K-12. Career Education is fused into the curriculum in each class. The teachers were given 40 hours of staff development so that they could help the counselors with career counseling. A random sample of students were tested by the counselors to help determine needs. A career resource center is used as a resource to the teachers and students. The center also offers some job counseling (career).
Availability:	Visitors are welcomed.

Title:	Career Education K-12
Contact Person:	Ms. Roberta B. Strong, Project Director
Address:	Emanual County Schools P.O. Box 98 Swainsboro, GA 30401 (912) 237-6674
Approach:	The local board states that Career Education will be taught in every school. Career Education is taught at one grade level in each school. A guide has been developed by the teachers (modules). Students take field trips and complete a check list after each trip. The teachers also invite guest speakers to talk to the students. The program is an adaption of the Orange County/Cordele Project.
Availability:	The guide is available to other persons. Visitors are welcomed.

The persons listed below have planning and implementation experience in career education programs. They may be able to provide consultative assistance.

Name and Title	**Institution to contact**
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Building Atlanta, GA 30334 (404/656-2600)
Dr. Will Atwood Director, Title IV-C	State Department of Education State Office Building Atlanta, GA 30334
Ms. Wanda Grey Consultant, Competency Based Education Program	State Department of Education State Office Building Atlanta, GA 30334

Ms. Margaret Harper Project Director	Columbia County Career Education Project Evans, Georgia
Dr. Steve Preston Coordinator, Title IV-C	State Department of Education State Office Building Atlanta, GA 30334
Dr. Vann Sikes Project Director	Crisp County Comprehensive Career Education Demonstration Training Center Cordele, Georgia
Ms. Helen Smith Director of Pupil Personnel Services	Rome City Schools Rome, Georgia

Special Procedures for Rural Areas

Introduction

Although the things to be done in planning and implementation remain the same in rural areas, there are constraints and situations requiring some different procedures. These needs have been addressed in a number of publications.

Rural systems are often small systems, and they may lack the finances for purchasing the more expensive kits of materials. The book *Career Education: Promising Practices in Small Schools* suggest portable laboratories, consortium approaches, mobile resource units, and tele-lectures among its practical ideas.

An overview of planning and implementation from a rural school point of view is given in *Rural Career Education: Administrators Role in Implementing Change*. It is current, published in 1978. More detailed in one major problem area is the publication *Transitional Career Placement in the Rural School*. A Placement Director should be able to take it and use it. It also is current, 1977, as is a companion volume *Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development*.

Brief Descriptions of Materials That May be Helpful.

Subject:	Planning and Implementing: Rural Areas
Title:	Career Education: Promising Practices in Small Schools
Date:	1973
Number of Pages:	80
Availability:	Northwest Regional Educational Laboratory
Annotation:	This book describes and identifies 18 Career Education Programs that can be implemented in a rural community (cost of each program is included). The programs deal with the student whose career education needs are not being met in the traditional program — the programs serve as a link between school and the world of work for the student who doesn't plan to attend college.

Subject: Planning and Implementing: Rural Areas
Title: Rural Career Education: Administrators Role in Implementing Change
Date: 1978
Availability: Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Annotation: Three broad areas are covered: The Administrator's role in the educational change process; Administrator's guide for the implementation of career education programs in rural schools; discovering resources for career education — ERIC Clearinghouse on Career Education.

Subject: Planning and Implementing: Rural Areas
Title: Rural America: Transitional Career Placement in the Rural School
Date: 1977
Availability: Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Education Bldg., Box 49
Madison, Wisconsin 53706
Annotation: This handbook is an effort to give placement staff opportunities for high school graduates. Specific suggestions for home and community involvement and for ways of enlisting cooperation from employers are included.

Subject: Planning and Implementing: Rural Areas
Title: Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development
Date: 1977
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
Annotation: This handbook presents a framework which will enable rural educators to take advantage of parental and community interest in and willingness to support the school program. It describes establishing and orienting a career guidance Program Planning Committee, systematic procedures for planning the career guidance program and exemplary materials which could be used in a career guidance program planning-implementation effort.

Subject: Planning and Implementing: Rural Areas
Authors: Everett D. Edington and Howard K. Conley
Title: Career Education Handbook for Rural School Administrators
Date: 1973
Number of pages: 100
Availability: Education Resources Division Capitol Publications, Inc.
Suite G-12, 2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
Annotation: This book provides guidelines to assist the rural school administrator in planning and administering career education programs and to provide insights into developmental programs which will aid the administrator

Ms. Margaret Harper Project Director	Columbia County Career Education Project Evans, Georgia
Dr. Steve Preston Coordinator, Title IV-C	State Department of Education State Office Building Atlanta, GA 30334
Dr. Vann Sikes Project Director	Crisp County Comprehensive Career Education Demonstration Training Center Cordele, Georgia
Ms. Helen Smith Director of Pupil Personnel Services	Rome City Schools Rome, Georgia

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Subject: Planning and Implementing: Rural Areas
Title: Rural Career Education: Administrators Role in Implementing Change
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New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
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Subject: Planning and Implementing: Rural Areas
Title: Rural America: Transitional Career Placement in the Rural School
Date: 1977
Availability: Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Education Bldg., Box 49
Madison, Wisconsin 53706
Annotation: This handbook is an effort to give placement staff opportunities for high school graduates. Specific suggestions for home and community involvement and for ways of enlisting cooperation from employers are included.

Subject: Planning and Implementing: Rural Areas
Title: Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development
Date: 1977
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
Annotation: This handbook presents a framework which will enable rural educators to take advantage of parental and community interest in and willingness to support the school program. It describes establishing and orienting a career guidance Program Planning Committee, systematic procedures for planning the career guidance program and exemplary materials which could be used in a career guidance program planning-implementation effort.

Subject: Planning and Implementing: Rural Areas
Authors: Everett D. Edington and Howard K. Conley
Title: Career Education Handbook for Rural School Administrators
Date: 1973
Number of pages: 100
Availability: Education Resources Division Capitol Publications, Inc.
Suite G-12, 2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
Annotation: This book provides guidelines to assist the rural school administrator in planning and administering career education programs and to provide insights into developmental programs which will aid the administrator

in the isolated school in establishing a program within his/her school which will assist the students to become career oriented. Includes: suggested career education programs, sources of curriculum materials, possible routes of additional funding, evaluative criteria, a survey of existing programs and a bibliography.

Resource Persons or Programs

Title:	Career Education for Rural Georgia
Contact Person:	Ms. Frances Johnston
Address:	Chatooga County Schools P.O. Box 30 Summerville, GA 30747 (404) 479-1432
Approach:	The project has adapted the Crisp County Method and tried to integrate career education in grades 1-12. Grades 1-8 uses a curriculum guide, ninth grade uses the cluster career education concept. Grades 10-12 are taught by a planned program. The staff has been trained to administer several interest inventory — in-service training was mandatory for the entire staff. Some of the infusion methods used are film strips, field trips, and guest speakers.
Availability:	A curriculum guide (prepared by the staff)

For ideas on planning and implementing career education in rural schools you might also try

Mr. Neil Spurlin	Liberty County

Staff Development

Introduction

Although staff development (in-service) was listed as one item under the section on general ideas on planning and implementing above, it is such a major consideration that it deserves special mention. Some highly detailed sets of materials have been developed, and they are briefly described below. The materials from the Center for Vocational Education in Ohio are very thorough. One advantage of the infusion materials from Partners in Career Education, from Texas, however, is that the materials are integrated. There is a workshop leader's guide, participants' guide, and other materials for an almost complete career awareness program. If you write for the staff development materials you may also want to write for the following:

1. *Basic Learner Outcomes for Career Education*
2. *Career Education Implementation Guide*
3. *Matrix of Basic Learner Outcomes for Career Education* which distributes 177 basic outcomes through the K-12 curriculum
4. *Needs Assessment and Evaluation Guide for Career Education*
5. Teacher-Developed *Infused Curriculum Modules*, seven volumes for various grade and subject areas.

Obviously, one approach to staff development is to get a set of materials, secure a leader to work with your staff, and have in-service meetings based upon the materials. The major problem with this approach is that the staff may not feel enough involved in the process to accept the final product. There may be little enthusiasm for implementation. A second problem is that some faculty members feel that things from outside Georgia are not relevant to the needs of our students.

If importing materials and procedures from other states seems likely to result in resistance to change you may want to combine local development of materials and procedures with staff development. If this

approach is taken you may benefit from beginning with volunteers who are eager for innovation. Have them develop materials and procedures that win the support of students and parents. They can then share with other teachers and assist other teachers in developing their own materials. Teachers usually do like to have some place to start, and examples of materials and procedures from other Georgia systems may be helpful to have on hand.

Descriptions of Materials That May be Helpful

Subject: Planning and Implementing: Staff Development
Title: Career Education Workshop: Leader's Guide
Availability: Partners in Career Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011
Annotation: This guide describes a workshop used in Texas to develop techniques for classroom teachers so they can infuse basic learner outcomes into their particular subject matter topics. Describes activity, estimated time, materials required, pre-session procedures, session procedures.

Subject: Planning and Implementing: Staff Development
Title: Career Education Workshop: Participant's Guide
Availability: Partners in Career Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011
Annotation: This guide contains staff development activities for workshop sessions; it was developed in a Texas workshop for staff development in career development.

Subject: Planning and Implementing: Staff Development
Title: Staff Development in Career Education for Elementary School, Module I-VIII
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: The modules are guides to facilitate the preparation of elementary school personnel for their roles and responsibilities in career education. The seven modules include: career education: an integrating process, essentials of career development theory, self-concept development, child study, curriculum, community involvement in a career education program, career education and minorities.

Subject: Planning and Implementing: Staff Development
Title: Orientation to Career Education: A Group Approach, Modules I-VI
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: The modules form a planning guide to help faculty and staff to understand and appreciate their key roles in career education, to raise issues and questions which can be treated in a scholarly fashion in a learning atmosphere, to understand the foundation of career education as well as some of the current ways in which it is being operationalized, to understand and appreciate the need for cooperative effort between all

school staff and community personnel in implementing career education and to become familiar with some of the suggested implementation strategies being used nationally.

Subject: Planning and Implementing: Staff Development
Title: Orientation to Career Education: An Individual Approach
Availability: Center for Vocational Education
1960 Kenny Rd.
Columbus, OH 43210
Annotation: The purpose of this module is to provide educators with an orientation to career education — its goals, objectives, rationale and *raison d'etre*. The module involves the participants directly and encourages learners to deal with knowledge at all levels of thinking, not just memorization. Learners can demonstrate previous knowledge of subject matter so they need not repeat already gained information. Participants can progress at their own rate.

Subject: Planning and Implementing
Authors: Harry N. Drier and Nancy S. Martinez
Title: The Administration of Career Education
Date: 1975
Number of pages: 122
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: An in-service guideline designed to assist administrators in the preparation of their critical role in career education leadership. It also provides implementation strategies. It includes the following 8 modules: an orientation to career education, change strategies and techniques, career education needs assessment, identification of resources, program development components of career education, evaluating program components, financial and resource program planning, developing an implementation plan.

Subject: Planning and Implementing: Staff Development
Authors: Marvin Robertson, Harry Drier, Jr., Judith Morris, Joseph Thompson
Title: Staff Awareness: Racial, Socioeconomic, Sex Stereotypes, Limited Career Potential
Date: 1971
Number of pages: 81
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: This booklet provides materials to be used in in-service training for career educators. It provides material to assist in the identification of staff stereotypes which can limit the career choices of students. It also includes an in-service intervention that deals with changing staff behaviors. It also includes research data from three sites.

Subject:	Planning and Implementing: Staff Development
Title:	Adult Career Education Counseling and Guidance Literature Resources
Availability:	Northwest Regional Laboratory 710 S.W. Second Ave. Portland, OR 97204
Annotation:	Eight hundred (800) documents are classified and related to the competencies needed by counselors in adult career education projects. The topics include: counseling and guidance; adult counseling and guidance, adult education, career education, competencies, training and adulthood. One section is devoted to special documents. It contains guidance services for adults and counselor competencies needed in career education.

Subject:	Planning and Implementing: Staff Development
Author:	L. Sunny Hansen
Title:	Career Education: Teachers' Responsibilities
Date:	1973
Number of pages:	35
Availability:	Center for Vocational and Technical Education Ohio State University 1960 Kenny Rd. Columbus, OH 43210
Annotation:	The book contains excerpts from several speeches, books, etc., that discuss the role of the teacher in career education. "The teacher is not the main delivery system in career education," but his/her role should be determined by: the needs of the population to be served, the system and/or building's commitment to career education, the setting in which the program is to be implemented, the focus of the program, the responsibilities of other personnel within the system, the nature and scope of in-service training available.

Subject:	Planning and Implementing: Staff Development
Title:	A Training Program for the In-Service Coordinator in Comprehensive Career Education
Date:	1974
Number of pages:	170
Availability:	Center for Vocational Education Ohio State University 1960 Kenny Rd. Columbus, OH 43210
Annotation:	An introductory training program for in-service coordinators. The program (1) provides the trainee with an awareness of the responsibilities of the role of an in-service coordinator, (2) acquaints the trainee with the skills necessary to fill that role, and (3) gives the trainee an opportunity to practice those skills in the form of review and follow-up activities. A slide/tape presentation is used to present the module.

List of Resource Persons or Programs

In addition to persons listed in the two earlier sections of this chapter you may want to consult the following persons:

Dr. Bill Cheshire Associate Professor and Head, Vocational Education Department	Georgia Southern College Statesboro, Georgia
Ms. Judy Comer Career Education Coordinator	Cobb County Public Schools Marietta, Georgia
Ms. Margaret Gregory Instructional Coordinator	Department of Occupational and Career Education DeKalb County Schools Decatur, Georgia
Dr. Fred L. Otte Associate Professor	Department of Vocational and Career Development Georgia State University Atlanta, GA 30303
Ms. Annette Rougeou Resource Teacher	Department of Occupational and Career Education DeKalb County Schools Decatur, GA
Dr. Paul Scott Assistant Professor	Vocational Education Division University of Georgia Athens, GA
Ms. Gerry Tilson Yates Instructional Coordinator	Department of Occupational and Career Education DeKalb County Schools Decatur, GA

Chapter 4

CAREER EDUCATION: PRIMARY AND INTERMEDIATE GRADES

Introduction

Most elementary teachers seem to understand career education concepts and approaches easily. Perhaps their appreciation for the approach reflects the Deweyan emphasis upon "learning by doing" in the elementary curriculum generally.

The most popular strategy for career education in elementary schools seems to be integrating career content into the existing curriculum. The process is called "fusing" or "infusing" and deals only with career awareness. There is no attempt to get elementary students to make career decisions or to begin career preparation except that the basic academic skills are generally recognized as the foundation for all career preparation in our technical society.

Generally teachers seem to favor the strategy of fusing career content into the curriculum through the use of classroom learning activities that can be related to various occupations. One of the best known examples in Georgia is setting up a simulated grocery store in the classroom in order to teach arithmetic (through handling money), geography (through tracing the groceries to their origins), social studies (through seeing the need for cooperation, government regulations, a medium of exchange, and other such things), and interpersonal relations (through role playing the interactions of persons at work together in the store). One person leading an in-service program once claimed that he could integrate the entire elementary curriculum for a period of six weeks or more into simulated grocery store activities. Although that may be stretching that one activity a bit, his claim does illustrate how well the elementary school curriculum lends itself to "learning by doing" activities. This particular example is used because it is also easy to understand how the work of the store can be related to careers in sales, transportation, agriculture, and other areas.

Most elementary teachers seem to have little difficulty developing activities or adapting them. They do need time for finding resources and for lesson planning.

One elementary school faculty in Cherokee County developed a career awareness curriculum using a simple procedure. The school already had skill lists for all academic areas. The faculty were already organized into planning groups. And there was an elementary counselor willing to assist the faculty. During weekly planning group meetings each teacher looked ahead to the skills to be taught, examined the career education objectives for the state, and thought of a learning activity that would simultaneously teach the academic skill and allow discussion of careers related to the activity. Discussion of the ideas with other teachers during the planning meetings avoided duplication of effort. Teachers then tried the ideas. If they worked they wrote up a summary on a one-page form prepared by the counselor. The counselor collected the activity summaries and organized them into a loose leaf notebook. By the end of the year there were activities related to all of the state career education objectives, and career awareness was a byproduct of teaching academic skills.

Another approach is to take existing teaching units prepared in another school system and adapt them. Many school systems in Georgia have elementary curriculum materials that are worth examining.

Descriptions of Materials That May be Helpful

Some materials which may be helpful are listed below. Other materials may be found in the chapter on "Getting Started" under the subtopic "Finding Materials."

Subject:	Primary and Elementary Grades
Title:	*Career Education: Scope and Sequence*
Date:	1979
Number of Pages:	36
Level:	K-12
Availability:	Not certain if copies are available: contact Mr. James F. Clark, Director Department of Occupational and Career Education DeKalb County School System

Annotation: This publication presents goals, sub-goals, and objectives for grades K-12. It is used in conjunction with the *Career Education Activity Guide* which suggests career education activities and resources and which is available for social studies, science, mathematics, and language arts.

Subject: Primary and Elementary Grades
Title: *Teacher-Developed Infused Curriculum Modules*
Two Volumes: Career Education Grades K-3
all subjects
Career Education Grades 4-6
all subjects
Date: 1977
Number of Pages: Over 200 in each volume
Availability: Contact: Partners in Career Education
1201 N. Watson Road, Suite 130
Arlington, Texas 76011, (817) 640-1785
Annotation: These books are compilations of career education learning modules. The K-3 volume has modules for art, health and physical education, language arts, mathematics, science, and social studies. The 4-6 volume has modules for fine arts, health and physical education, language arts, mathematics, science, and social studies. Modules fill one page. They include subject, grade level, career education learner outcome, performance objective, curriculum content to which related, activities of the student listed, and resource suggestions.

Subject: Primary and Elementary Grades
Title: *Bread and Butterflies: A Curriculum Guide For Teachers*
Date: 1974
Number of Pages: 135
Level: Grades 4-6
Availability: Contact: Agency for Instructional Television (AIT)
Box A
Bloomington, Indiana 47401
Annotation: *Bread and Butterflies* is a curriculum guide to be used with students 9-12 years old. The units describe several aspects of career education and outline an implementation plan to be used by the teacher. A unit consists of:

a. Before the Program
b. The Program
c. Purposes
d. Key Questions

All of these are designed for the teacher to use in the introduction of the activities. The book also includes a list of related material to be used by the teacher.

Subject: Primary and Elementary Grades
Editors: Gysbers, Norman C.; Miller, Wilbur; Moore, Earl
Title: *Developing Careers in the Elementary School*
Date: 1973
Number of Pages: 176
Level: Elementary School

Availability:	Charles E. Merrill Publishing Company Columbus, Ohio
Annotation:	This book, focusing on career development in the elementary and intermediate grades, is one component of the Merrill Series in Career Programs.

Subject:	Primary and Elementary Grades
Authors:	Hoyt, Kenneth B.; Pinson, Nancy M.; Laramore, Darryl; Mangum, Garth L.
Title:	*Career Education and the Elementary School Teacher*
Date:	1973
Number of Pages:	204
Level:	Elementary School
Availability:	Olympus Publishing Company Salt Lake City, Utah
Annotation:	This book offers discussions of basic background philosophy and descriptions of specific classroom activities, as the first in a series of "how-to-do-it" treatments on career education which will be concerned with the home, the junior and senior high schools, higher education, and manpower programs.

Subject:	Primary and Elementary Grades
Authors:	Kleve, Gerald L.; Miller, G. Dean; Stock, Wilbur; Kerlan, Julius
Title:	*Career Education in the Elementary School*
Date:	1974
Number of Pages:	84
Level:	Elementary School
Availability:	ED 086 941
Annotation:	Career education literature is indicted for its failure to concentrate on the basic goals of elementary education, the affective domain and basic skills. The authors present an elementary school program using social studies units to develop career awareness. The focus is on integrating career awareness with basic communication skills. An appendix of career education activities from varied geographical areas is provided. A chart shows the 1974 status of exemplary career education projects and indicates good evaluation design, a feature valuable for persons wishing to determine the effectiveness of their own programs.

List of Resource Persons or Programs

The following persons in Georgia may be able to provide ideas:

Person	Institution to Contact
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Building Atlanta, Georgia 30334 (404/656-2600)
Ms. Judy Comer Career Education Coordinator	Cobb County Public Schools Marietta, Georgia
Ms. Margaret Harper Project Director	Columbia County Career Education Program Evans, Georgia

Ms. Annette B. Rougeou Resource Teacher	Department of Occupational and Career Education DeKalb County School System Decatur, Georgia
Dr. Vann Sikes Project Director	Crisp County Comprehensive Career Education Demonstration Training Center Cordele, Georgia
Ms. Helen Smith Director of Pupil Personnel Services	Rome City Schools Rome, Georgia
Mr. Neil Spurlin	Liberty County

Chapter 5

CAREER EDUCATION: MIDDLE GRADES AND JUNIOR HIGH SCHOOL

Introduction

In the middle grades and the junior high school the career awareness activities should be maintained. Infusing them into regular classes seems to be the most frequently used approach. In these grades many students are capable of doing independent library research to supplement class activities.

Career exploration becomes important. The career choice process begins. Although many students make choices during these years, career interests are usually not yet stable. Students are still as much fantasy oriented as reality oriented. It is important for students to begin to identify broad occupational areas that relate to their career self concepts, but it's probably not desirable to encourage them to make firm choices.

Students need opportunities to "get the feel" of real life situations. Probably the most widely used approach to providing experiences that allow students in Georgia to begin exploring the real career world is P.E.C.E. (Program of Educational and Career Exploration). This program has been in existence for almost ten years; there are many experienced coordinators in the state. The State Supervisor, Ms. Mildred Hutcherson, was a coordinator before moving into the State Department of Education. She has been heavily involved in curriculum development and in developing resources. In short, Georgia has excellent models in the area of career exploration.

Perhaps we in Georgia need to work more on improving the career awareness aspects of the middle grades and junior high school programs. Most of the materials listed below are slanted in that direction.

Descriptions of Materials That May be Helpful

Subject: Middle Grades and Junior High
Title: A Resource Guide for Career Development in the Jr. High School
Availability: Pupil Personnel Services Section
Minnesota Department of Education
St. Paul, Minnesota
Annotation: This guide provides a general conceptual framework and suggested techniques and materials for making the junior high school curriculum more relevant by providing career development experiences in all school subjects, as well as in general school experiences including co-curricular activities, student grading, student-teacher relationships, library activities and school-community activities.

Subject: Middle Grades and Junior High
Authors: Rupert N. Evans, Kenneth Hoyt and Garth L. Mangum
Title: Career in the Middle/Junior High School
Date: 1973
Number of pages: 327
Level: Middle/junior high school
Availability: Olympus Publishing Company
1670 East 13th South
Salt Lake City, UT 84105
ED 102393 CE 003118
Annotation: The book contains the following chapters:

1. Nature and related research in career education
2. Career development practices as reported in journals (professional)
3. Integrating career education into 5 basic academic areas
4. Applying career education concepts in the fine and practical arts
5. Work, simulated work, and work observation
6. Organizing career education – a summary of views
7. Reform initiatives and current innovations in career education

Subject: Middle Grades and Junior High
Title: The McCormick Plan: An Adopt A School Program at the Hampstead Hill Junior High School
Date: 1973
Availability: H. E. Marshall
414 Light St.
Baltimore, Maryland 21202
(301) 547-6218
Annotation: This program is based on Learning Packages which are adaptable to individualized instruction, class group procedures, or a combination of the two. The plan works in conjunction with a local business to allow students a limited amount of time to observe and participate in various parts of business. The goals are to acquaint junior high school students with many facets of the world of work and to have students gather facts and develop realistic attitudes in regard to employment.

Subject: Middle School
Author: Janice Eissman
Title: Career Education and the Emerging Middle School: A Review of the Literature with a Recommendation
Date: 1973
Number of pages: 30
Level: Middle School
Availability: VT 100 573 in ED 094 271
Annotation: This article investigates career education contributions to the middle school through a critical examination of the literature related to career education, vocational education, the junior high concept, and the middle school concept. This may be of value to administrators involved in the middle schools.
Recommendations are adaptable to junior high schools as well.

List of Resource Persons or Programs

Title: Career Education
Contact Person: Ms. Pat Darley in 1978-79
Address: Dooly County Schools
Courthouse Annex
Vienna, GA 31092
(912) 268-4761
Approach: This program is designed for grades K-8. It is patterned after the Texas "Partners in Education." The program uses the infusion methods of instruction for career education. The teachers developed modules and a booklet was compiled for each teacher involved in the program. Each teacher was also involved in a two-day workshop.
Availability: New Director in 1979-80

Person	Institution to Contact
Ms. Mildred Hutcherson P.E.C.E. Supervisor	State Department of Education State Office Building Atlanta, Georgia 30334
Mr. O.C. Hill, Consultant Guidance Unit	State Department of Education State Office Building Atlanta, Georgia 30334
Ms. Judy Comer Career Education Coordinator	Cobb County Public Schools Marietta, Georgia
Ms. Margaret Harper Project Director	Columbia County Career Education Project Evans, Georgia

Chapter 6

CAREER EDUCATION: HIGH SCHOOL AND SPECIAL PROGRAMS

Introduction

This chapter consists of an introduction, a description of materials that may be helpful, and a list of resource persons or programs. Each of these three sections is arranged according to the following guideline:

1. Gifted students
2. Youth with special needs (disadvantaged, handicapped and other special education students, minorities, and bilingual)
3. Women
4. Career awareness
5. Vocational programs
6. Comprehensive career guidance and placement

Gifted Students

In Texas the Dallas Independent School District has a program for the talented and gifted (TAG) which is co-sponsored by the Dallas Chamber of Commerce. The program began in 1973 when John P. Green, President of the Dallas Independent School District School Board heard about a program which allowed New York City high school students to work full-time with business executives and still earn academic credit. In the Dallas program students are exempt from scheduled classes and assignments during the quarter they are in the program. Students remain on school rosters and are counted as attending school. There are programs for executive assistants and for students in creative and performing arts. The program coordinator plans Friday Seminars which explore a variety of relevant topics with these students.

Georgia provides career oriented counseling for gifted and talented students attending the Governor's Honors program. Unlike students who wonder if they can find a career in which they can succeed, gifted students are frequently faced with the problem of selecting among many viable alternatives. Their problem is one of too many options, and they need a special type of assistance.

Youth With Special Needs

Disadvantaged youth in Georgia may find help through the Coordinated Vocational and Academic Education program (C.V.A.E.). This program has been in existence for almost ten years. There are over 150 coordinators in the state. There are many outstanding success stories although there are probably many more students who need the program than there are who currently have access to it. Dr. Milton Adams of the State Department of Education has excellent resources for this program.

Handicapped and other special education students have received attention in career education. There have been national conferences, and the Bureau of Education for the Handicapped of the U.S. Office of Education published "Selected Career Education Programs for the Handicapped" in 1972. This publication listed selected career education programs for the handicapped, by state. Georgia was not included, although there were programs in the state. Now, all handicapped students must have access to all education because of The Education For All Handicapped Act, signed into Law by President Ford on November 28, 1975. It is usually referred to as P.L. 94-142.

Ethnic minorities have unique career development problems. However, working with these groups within existing programs seems to be preferred to special programming. Thus all school personnel need to increase their awareness of the special needs of ethnic minority students.

Bilingual students also have special needs. Programs to prepare bilingual persons to work in vocational programs in Georgia have recently given some assistance to these students.

Women

The main thrust to improve career education for women in Georgia has been to eliminate sex discrimination in program admissions, to work toward eliminating sex stereotyping in literature on programs, and to work toward sex equity in all areas. There is plenty of material available in this area. In fact, there may be too much to easily digest. Working with a resource person is probably a good way to begin if you want to improve what your school system is doing for female students.

Career Awareness

Maintaining a career awareness program throughout the high school years is highly desirable. High school teachers who have taken advantage of the motivational aspects of using career related activities have tranformed classes through a career education approach. All students in high school react in a much more positive way when they see the relevance of course content to their immediate lives and to the years immediately ahead of them.

Materials are more difficult to find for the high school level than for lower grade levels. The materials available from Partners in Career Education (1201 N. Watson Road, Suite 130, Arlington, TX 76011; 817/640-1785) covers grades 7-12 in almost all subject areas.

Vocational Programs

Vocational programs in high schools in Georgia prepare students either to enter employment or to enter advanced education in their chosen area. During the last decade the comprehensive high school program has greatly increased the opportunities available for vocational education. In addition to classroom and laboratory approaches there are also cooperative education programs and community based programs which get students into actual employment on a part-time basis. In some of these programs students receive academic credit for the work experience.

Comprehensive Career Guidance and Placement

Over the last several years there has been extensive work done in Georgia in developing comprehensive career guidance programs at the high school level. Increased attention has been given to job placement. Excellent materials and procedures have been developed. Information is available through the Guidance Unit of the State Department of Education.

One publication deserving special mention is *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models*. Published in May of 1978 by the National Center for Research in Vocational Education, it is current, thorough and essential reading for anyone wanting to have a good grasp of this area.

Descriptions of Materials That May be Helpful

Subject:	High School and Special Programs
Authors:	J. Steven Picou and Robert E. Campbell (Eds and contributors)
Title:	Career Behavior of Special Groups Theory, Research and Practice
Date:	1975
Number of pages:	448
Availability:	Charles E. Merrill Publishing Company Columbus, OH

Subject:	High School and Special Programs: Gifted Students
Authors:	Kenneth B. Hoyt and Jean R. Hebeler
Title:	Career Education for Gifted and Talented Students

Date: 1973
Availability: Office of Education
Washington, D.C.
Grant Number OEG-0-72-4843
Annotation: An introduction to career education for gifted and talented students is provided in two papers including the following topics: future of work, identification and characteristics of gifted and talented students, and career development problems of gifted and talented students.

Subject: High School and Special Programs: Handicapped and other Special Education Students
Title: Planning and Implementing Career Education for the Special Student, with Emphasis on the Leisure Occupations
Availability: Bureau of Education for the Handicapped
Washington, D.C.
Annotation: Chapter 1 and 2: information on career education principles and implementation. Chapter 3-5: practical teaching concerns. Chapter 4: two approaches to career education. Chapter 5: information on hearing impaired, learning disabled, mentally retarded.

Subject: High School and Special Programs: Handicapped and other Special Education Students
Author: Thomas P. Lake (Ed.)
Title: Career Education: Exemplary Programs for the Handicapped
Date: 1974
Number of pages: 98
Availability: Task Force on Dissemination
Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C.
ED 101 489
Annotation: This report describes six career education programs for handicapped adolescents and young adults. The final section includes recommendations for replication and resource personnel to be contacted for each program.

Subject: High School and Special Programs: Handicapped and other Special Education Students
Title: National Conference on Career Education,
January 15-17, 1973, New Orleans, Louisiana
Date: 1973
Number of pages: 45
Availability: American Foundation for the Blind
New York, NY
ED 082 407
Annotation: This series of papers from the conference deals with the leadership role of 10 States in special education, rehabilitation, and vocational education. Each State reports on the current position and the status of career education programs for the blind and visually handicapped. The conference points out the evident need for resources (State, community, business/industry, etc.) in the education of the blind and visually handicapped.

Subject: High School and Special Programs: Handicapped and other Special Education Students

Title: Extending Experience-Based Career Education to Handicapped Students
An Overview of the Mainstreaming Approach

Availability: Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103

Annotation: This paper presents evidence of the need for EBCE programs serving handicapped and non-handicapped students together. It includes a selected bibliography.

Subject: High School and Special Programs: Handicapped and Other Special Education Students

Title: Exceptional Children Conference Papers: Career Education

Availability: Bureau of Education for the Handicapped
Washington, D.C.

Annotation: Described is a work study program for educable mentally retarded senior high students with goals such as decreasing the incidence of school dropouts, improving basic work skills. A suggested high school work study curriculum is outlined.

Subject: High School and Special Groups: Handicapped and Other Special Education Students

Title: Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Availability: Bureau of Education for the Handicapped
Washington, D.C.

Annotation: This project had the following objectives: (1) to select, develop, and describe a career education model; (2) to develop and describe an implementation plan which includes a guide for teacher training. Includes a sample pilot test evaluation questionnaire and an instrument for reviewing the career education guide.

Subject: High School and Special Groups: Minorities

Title: Career Education: Implications for Minorities. Proceedings of a National Conference (February 1-3, 1973, Washington, D.C.)

Number of pages: 102

Availability: U.S. Office of Education
Washington, D.C.
ED 085 550

Annotation: With the stated goals of providing minority leaders with information on the career education concept, of ascertaining in turn for the Office of Education the minority viewpoint on career education, and of developing a productive dialogue, the conference assembled representatives of blacks, Chicanos, Chinese-Americans, Japanese-Americans, native Americans and Puerto Ricans. The project director describes the conference as "perhaps one of the most culturally and racially diverse groupings ever assembled to address a major national issue."

Subject: High School and Special Groups: Minorities

Author: Roosevelt Johnson (Ed.)

Title: Black Agenda for Career Education

Date: 1974
Number of pages: 148
Availability: ECCA Publications, Inc.
Washington, D.C.

Annotation: Roosevelt Johnson, editor and contributor of three articles, opens this compendium by stressing the imperatives of accountability to the black community and of need analysis (context evaluation) of career education. Johnson's introduction sets a mood of criticism and suspicion of career education reflected in the statements of other black educators represented in the book. In summary, the writers suggest an extremely cautious recognition of career education as a concept but a concept too general and inappropriate in its goals, rationale, and product for black children and black adults. Footnote references follow each chapter, and the book contains several illustrative charts.

Subject: High School and Special Groups: Minorities
Title: Position Papers on Career Education
Date: 1973
Number of pages: 94
Availability: U.S. Office of Education
Washington, D.C.
ED 073 307

Annotation: These papers consider the implications of career education for minority group members. Papers were given at the conference by authorities from higher education, the Congress of Racial Equality, and the National Advisory Council on Vocational Education. Each paper looks at a specific topic relating career education to minorities (e.g., "Career Education and Black Americans," "Career Education, Professional Preparation, and Minority Groups," "Perspectives of a Chicano Educator," and "Community Colleges and Career Education Relevant to the Needs of Minorities"). The unifying factor in these papers is the need for those developing programs to attend to the specific needs of minority groups.

Subject: High School and Special Groups: Minorities
Author: Peter Slavin (Ed.)
Title: Career Education: Report of a Wingspread Conference Sponsored by National Urban Coalition and Racine Environment Committee
Date: 1974
Number of pages: 48
Availability: Johnson Foundation
Racine, WI
ED 106 439

Annotation: This report of a conference on career education and minorities begins with a talk by Kenneth B. Hoyt on career education for minority and low income students. The report includes discussions, summaries and subsequent suggestions or recommendations.

Subject: High School and Special Groups: Minorities
Title: Career Options for Black Women
Date: 1976

Availability: National Institute of Education
Education and Work Group
Washington, D.C.

Annotation: This report derived inferences from statistical data which permitted some determination of the probable effects of recent federal policies and programs on the career options of black women, and, along with other relevant data, to develop a set of recommendations concerning the types of policies and their career options. Employment outlooks for 17 occupations through the mid 1980's are discussed.

Subject: High School and Special Groups: Minorities
Author: George Rolle
Title: Facilitating Career Development of Minority Students
Availability: Southern Association of Colleges and Schools
Atlanta, GA 30308

Annotation: Contents include methods of conveying to students information about jobs, their characteristics and requirements.

Subject: High School and Special Groups: Minorities
Title: Career Education: Its Implications for American Minorities
Date: 1975
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Annotation: Chapters include: Is Career Education Good Business for American Minorities?, Will Career Education Close the College Doors?, Might Early Career Specialization Limit Employability? What Effect Could Career Education Have on Career Satisfaction?, and others.

Subject: High School and Special Groups: Minorities
Title: Native American Career Education Project
Level: Grades 7, 8, and 9 American Indians
Availability: National Teaching Systems, Inc.
1137 Broadway
Seaside, CA 93955

Annotation: "The Guide serves as an introduction, overview, and resource for the Native American Career Education program. It discusses career education as a discipline, the theoretical bases of the program, its goals and structure, content, themes and sequence, and unit format. It also deals with instructional and implementation strategies, and ways in which materials can be adapted to a given geographical and cultural setting. It also contains an outline for a teacher orientation workshop." The program is divided into 12 units which fall into three groups: awareness, orientation, and exploration.

Subject: High School and Special Groups: Bilingual Students
Title: Career Education and the Transitional Bilingual Classroom
Level: K-9 students, urban area, Hispanic and Greek groups served.
Availability: Mrs. Catherine Hopkins
Worcester Public Schools

31 Elizabeth Street
Worcester, MA 01605
(617/798-2521

Annotation: This document reports a project conducted (1) to develop bicultural-bilingual career education curriculum materials that are relevant to Hispanic and Hellenic children in Transitional classroom, using appropriate media, (2) to provide training for school personnel working with Transitional classroom students; and (3) to assist students in relating what is learned in school to what is present in the real world of work.

Subject: High School and Special Programs: Women
Author: Samuel H. Osipow (Ed.)
Title: Emerging Woman Career Analysis and Outlooks
Date: 1975
Number of pages: 161
Availability: Charles E. Merrill Publishing Co.
Columbus, OH 43216
Annotation: This book provides data-based inferences about how women choose and implement their careers, the principle factors that influence the choices, and the barriers that interfere with women's vocational potentialities.

Subject: High School and Special Programs: Women
Title: Career Guidance Materials: Implications for Women's Career Development
Date: 1974
Availability: Center for Vocational and Technical Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Research and Development Series No. 97
Annotation: This document presents results of investigation of career education materials for sex-stereotyping. It mainly concentrates on career guidance materials.

Subject: High School and Special Programs: Women
Title: Career Guidance for Academically Gifted Female Students: A Coordination of Resources to Develop Human Potential
Availability: Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59403
Annotation: Great Falls Public Schools conducted a project with the purpose of "designing and demonstrating an innovative career guidance model to meet special problems of non-traditional career choices by academically gifted female students caused by sex-role stereotyping in the schools and by the sex role socialization processes within the family. Several models are included in the program.

Subject: Career Awareness
Title: Exploring Career Decision-Making
Teacher Edition

Availability: McKnight Publishing Co
Bloomington, IL 61701

Annotation: This book is a teacher guide for helping students to identify career activities as a means to life goals, demonstrate the ability to use the decision-making strategy, use self-exploration in shaping a career, relate personal characteristics to occupations in order to identify and evaluate career alternatives, identify ways in which society and self interact through career, identify major influences affecting career decisions and career development, and demonstrate the ability to manage the variables involved in shaping a career.

Subject: High School and Special Programs: Vocational Programs
Author: Nevin Frantz, Jr.
Title: Career Cluster Concepts
Date: 1973
Number of pages: 41
Level: Grades K-14
Availability: National Institute of Education
Washington, D.C.
ED 079470

Annotation: Local schools are provided with information about occupational clusters, and strategies are suggested for locally implementing a career cluster concept approach. In using an approach based on valid research, the paper emphasizes the need for local programs to modify techniques and procedures to fit their specific needs.

Subject: High School and Special Programs: Vocational Programs
Title: Strategies for Implementing Work Experience Programs
Date: 1975
Availability: McKnight Publishing Company
Bloomington, IL

Annotation: This publication is a guide and reference for the school administrator who must formulate the philosophical base and establish sound principles for the implementation and successful operation of a program and for the teacher-coordinator. It includes sections on the what, where and why work-experience education, preplanning for a new program, developing program policy, public relations, related instruction, career development, evaluation, follow-up and reporting, funding work experience programs, legal responsibilities, management and paperflow, elements of outstanding programs, and a bibliography.

Subject: High School and Special Programs: Vocational Programs
Title: EBCE: The Far West Model: A Program Overview
Availability: Experience-Based Career Education
Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103

Annotation: This booklet acquaints potential adopters with the nature of the Far West model, its distinctive features, key roles, learning procedures, and adaptability to local needs.

Subject: High School and Special Programs: Vocational Programs
Title: Experience-Based Career Education Programs - National Directory
Availability: National Institute of Education
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20208
Annotation: Mainly this directory is a listing of the EBCE programs in the United States, state by state, with accompanying factual information about the programs, such as community setting, program characteristics.

Subject: High School and Special Programs: Vocational Programs
Title: Guide for Resource Persons: Community Based Career Education
Availability: Kathy Walker
Bremen High School
504 Georgia Ave.
Bremen, GA 30110
Annotation: The purpose of this guide is to acquaint people with the CBCE program and their participation in it. It also includes evaluation forms for resource persons to fill in, a student's copy outlining the program, and a general overview of CBCE.

Subject: High School and Special Programs: Vocational Programs
Authors: Paul Hood and Bela Banathy
Title: An Employer-Based Career Education
Model: A Description and an operational plan
Availability: Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103
Annotation: A paper with three parts: (1) provide an image of EBCE (2) develops view of EBCE as an operational model in a more systematic fashion and (3) details plans for creating the EBCE operational model and the management consortium and for providing technical support to the operational model.

Subject: High School and Special Programs: Vocational Programs
Title: The Community is the Teacher
Availability: Education and Work
National Institute of Education
Washington, D.C. 20208
Annotation: This magazine is an introduction to EBCE. It has many pictures and short descriptive paragraphs about aspects of the program. It includes sections on an overview of EBCE, characteristics of program, how program works, who benefits from program (community, students), participants' experiences, evaluation of EBCE, polls from students, graduates, parents, community participants.

Subject: High School and Special Programs: Vocational Programs
Title: The Community is the School, Experience Based Career Education
Availability: Appalachia Educational Laboratory, Inc.
EBCE Program Support Unit
P.O. Box 1348
Charleston, W.VA. 25325
Annotation: Description of EBCE program in Charleston, W.VA.

Subject: High School and Special Programs: Vocational Programs
Title: Community Involvement in the Schools
Date: 1974
Availability: Product Utilization
Center for Vocational Education
1960 Kenny Rd.
Columbus, OH 43210
Annotation: This book provides an introduction to career education and community participation in it. It offers six propositions about education in general and community oriented career education specifically and embellishes on them, with bibliography for each proposition.

Subject: High School and Special Programs: Vocational Programs
Title: Experience-Based Career Education
Far West Laboratory Model
Availability: Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103
Annotation: This report assesses the program for the 1973-74 school year. It includes an overview of the EBCE program in Oakland, Ca., sets out goals for the program, evaluates the success and failures of the program, and compares program to regular academic program.

Subject: Comprehensive Career Guidance and Placement
Title: Building Comprehensive Career Guidance Programs for Secondary Schools, A Handbook of Programs, Practices and Models
Availability: National Center for Research in Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: Comprehensive career guidance programs are presented here as ideas and student activities. There are three main sections: building comprehensive career guidance programs, alternative practices for building comprehensive career guidance programs and installation strategies for building comprehensive career guidance programs. Each chapter or part thereof contains further references for use.

Subject: Comprehensive Career Guidance and Placement
Title: Career Counseling Series, Vol 4 A - Student Guide for Securing A Job
Date: 1975
Level: High School
Availability: Technical Education Research Centers, Inc.
Southwest Center
P.O. Box 4395
Waco, Texas 76705
Publication # 130-054
Annotation: This manual covers what may be encountered in job hunting, how to prepare for the confusion of job seeking, and how to evaluate possible employment alternatives. It is a step by step scheme for job selection.

Subject: Comprehensive Career Guidance
Title: Developing Local Career Information Systems for Middle and Secondary Schools

Availability:	Product Utilization Center for Vocational Education 1960 Kenny Rd. Columbus, OH 43210
Annotation:	This booklet was written to assist local, regional or state guidance personnel who wish to develop locally-relevant career information materials for grades 7-12. It includes a model for a career information system.

Subject:	Comprehensive Career Guidance and Placement
Authors:	Richard Ferrin and Solomon Arbeiter
Title:	Bridging the Gap: A Study of Education-to-Work Linkages
Date:	1975
Availability:	College Board Publications Orders Box 2815 Princeton, NJ 08540 Price $4.00
Annotation:	This year-long study developed a framework for studying the education-to-work transition, documenting the variety of existing linkages and offering proposals for improved or new mechanisms.

List of Resource Persons or Programs

Person	Institution to Contact
For assistance at the high school level generally you might try	
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Building Atlanta, Georgia 30334
Ms. Mimi Jo Butler, Counselor	Etowah High School Cherokee County
Ms. Helen Cook, Counselor	Telfair County
Ms. Margaret Gregory Instructional Coordinator	Department of Occupational and Career Education DeKalb County Schools Decatur, Georgia
Ms. Marie Madry, Counselor	Wayne County High School
Ms. Helen Smith Director of Pupil Personnel Services	Rome City Schools
For information on working with gifted students you might try	
Ms. Susan Schneider, Counselor	Etowah High School, Cherokee County
Ms. Billie Sherrod, Counselor	Jonesboro Senior High School Jonesboro, Georgia

For information on working with disadvantaged students you might try

Ms. Kathy Bush, Consultant Special Education	State Department of Education State Office Building Atlanta, Georgia 30334
Ms. Caro Feagin, Consultant Foreign Languages	State Department of Education State Office Building Atlanta, Georgia 30334
Mr. Don Hogan, Coordinator State Schools	State Department of Education State Office Building Atlanta, Georgia 30334
Dr. Verdree Lockhart, Consultant Guidance Unit	State Department of Education State Office Building Atlanta, Georgia 30334

For information on working with special education students try

Dr. Wayne Sengstock Special Education Department	Georgia State University University Plaza Atlanta, Georgia 30303

For information on working with women you might try

Ms. Loydia Webber, Consultant for Sex Equity	State Department of Education State Office Building Atlanta, Georgia 30303
Dr. Kay Crouch, Vice President for Academic Services	Georgia State University University Plaza Atlanta, Georgia 30303
Dr. Jean Thomas, Associate Dean of Students	Georgia State University University Plaza Atlanta, Georgia 30303

For information on high school level career awareness, you might try

Mr. Ray Bouchillon, Career Education Consultant	State Department of Education State Office Building Atlanta, Georgia 30334
Mr. Lonnie Love, Consultant Science	State Department of Education State Office Building Atlanta, Georgia 30334
Dr. Vann Sikes	Crisp County Comprehensive Demonstration Training Center Cordele, Georgia
Dr. John Dagley Counseling Department	University of Georgia Athens, Georgia 30602

Dr. Fred Holt Counseling Department	University of Georgia Athens, Georgia 30602
Dr. Paul Scott Division of Vocational Education	University of Georgia Athens, Georgia 30602
Dr. Paul Torrence Educational Psychology Department	University of Georgia Athens, Georgia 30602

For information on vocational programs try

Dr. Bill Cheshire, Associate Professor and Head	Vocational Education Department Georgia Southern College Statesboro, Georgia
Dr. Joe Freund Associate Superintendent	Office of Vocational Education State Department of Education State Office Building Atlanta, Georgia 30334
Dr. Harmon Fowler, Chairman Department of Vocational and Career Development	Georgia State University University Plaza Atlanta, Georgia 30303
Dr. George O'Kelly, Head Division of Vocational Education	University of Georgia Athens, Georgia 30602
Dr. John Preston, Associate Professor, Department of Vocational and Career Development	Georgia State University University Plaza Atlanta, Georgia 30303
Dr. Barbara Wilkie Assistant Professor, Department of Vocational and Career Development	Georgia State University University Plaza Atlanta, Georgia 30303
Ms. Judy Comer Career Education Coordinator	Cobb County Public Schools Marietta, Georgia
Dr. Ron Fritchley	Pioneer CESA Cleveland, Georgia
Ms. Mary Jane Jones L.I.T.C. Program	Clayton County Schools Jonesboro, Georgia
Mr. Bill Roach Vocational Supervisor	Glynn County

For information on Comprehensive Career Guidance try

Dr. Jim Conkwright, Consultant	Guidance Unit State Department of Education State Office Building Atlanta, Georgia 30303

Title:	Career Guidance Resource Center
Contact:	Mr. James W. Lay, Project Director
Address:	Calhoun City Schools Box 785 Calhoun, Georgia 30701 (404) 629-2900
Approach:	This system is trying the infusion method of career education. The program is run for students in grades 9-12. The persons in charge of the program have set up a resource center and the students are encouraged to visit the center. The teachers can check the reference material out of the center to be used in their classrooms. Mr. Lay and his assistant work with gifted students, do presentations in the classrooms, and do programs in the community. Once a month a newsletter is printed through the project.
Availability:	Visitors are welcome A film has been prepared on the center Some printed materials available

Title:	Adoption of the Georgia Comprehensive Career Guidance Program
Contact Person:	Mr. Satterfield
Address:	Dawson County Schools Box 208 Dawsonville, Georgia 30534 (404) 265-3402
Approach:	The program has three main objectives: 1. develop and improve interpersonal skills 2. develop and improve work and life skills 3. develop and improve life career planning skills The program is comprehensive and involves all faculty. Grades 8-12 focuses more on the 3 objectives listed above. An advisory committee is used which consists of the student council president, community persons, and faculty members.
Availability:	Visitors welcome

Title:	Georgia Career Guidance
Contact Person:	Ms. Mary Helen Banister Ms. May Snelling
Address:	Madison County Schools P.O. Box 37 Danielsville, Georgia (404) 795-2191
Approach:	The infusion method of career education is used. The stress has been on grades K-8. Emphasis on 9-12 began Fall of '79. The program utilizes guest speakers, field trips, hands-on experience, role playing, job counseling, and simulated experiences. The program has set up a career center in the library, staffed by staff and students. The advisory committee is used to help plan staff development programs.
Availability:	Modules

Title:	Georgia Model for Career Guidance, 8-12
Contact Person:	Ms. Paula Block Ms. Jean Goodwin

Address:	Greene County Schools P.O. Box 209 Greensboro, Georgia 30642 (404) 453-7329
Approach:	The project is still in the planning stages; but some of the goals are to teach career exploration in the 9th grade, and to integrate career education at the other grade levels. The program will involve everyone in the school. An orientation booklet will also be prepared. A Career Guidance Center will be used as a resource to the program. Career education will be taught as a life-long process, not as one course. The program is an adoption of the Crisp County Schools model.
Availability:	Ms. Block will serve as a resource person.

Chapter 7

CAREER EDUCATION: INVOLVING THE COMMUNITY

Introduction

Involving the community is one of the major factors involved in a good career education program. Community involvement includes a wide variety of activities. It includes such things as securing statements of support from leaders in business, industry, and labor; involving community leaders in philosophy and policy development; seeking legislation to support career education; bringing community resources into the schools; and taking students into the community for experiential learning.

Community involvement can be simple or complex. The simplest approaches still involve a great deal of work, and involving the community requires having school personnel who feel that the advantages outweigh the extra effort involved. Simple approaches are illustrated by the classroom teacher sending home survey forms by students to determine what parents of students can do for the class.

Complex approaches are illustrated by the IPAR program in Portland, Oregon. IPAR originally stood for "The Institute for Public Affairs Research, Inc." Now it stands for "IPARticipate." The objective of the program is to bring students and their teachers into closer contact with all aspects of the working world through face-to-face experiences which include getting adults into the classrooms and getting students access to learning opportunities of all kinds outside the classroom. IPAR is a non-profit organization, governed by a board broadly representative of the community, and supported by volunteer contributions with only limited support from public education. Among its activities career education is a priority. IPAR recruits community resources, operates a central scheduling center for linking teachers and community resources, and provides training and orientation for community participants to upgrade the quality of their involvement. IPAR was established to overcome education/community isolation in order to explain the role of work in our society and how it affects our economic and political system. A booklet describing the program is available for $5.00 from: Institute for Public Affairs Research, Inc., 516 S.E. Morrison Street, Suite 710, Portland, Oregon 97214.

One of the major vehicles for community involvement is the use of advisory committees of various types. Willard Wirtz, President of the Manpower Institute, suggested in 1976 that this concept be expanded into Community Education Work Councils that would be autonomous. The Councils would have a small, paid staff and would work to improve education/work relationships. He thus proposed a new set of institutions for the development and implementation of education-work and vocational education policy. The councils would focus upon relieving youth unemployment, channeling citizen involvement, and contributing to making human experience a continuing opportunity for both work and learning.

Both IPAR and the Community Education Work Council concept suggest that community involvement can go far beyond what has been tried in Georgia. Perhaps this area is one of the most promising ones for improving career education programs in the state.

One of the newer programs in the state is Experienced Based Career Education (EBCE), a program which gets high school students into the community. A national directory published in May of 1978 by The National Institute of Education listed programs in Bremen, Brunswick, Marietta, Gainesville, and Blairsville, Georgia. Only in Gainesville and Blairsville are the programs called EBCE. Other names are used in other cities, but the concept is basically the same.

The goals of the programs are to provide personalized learning experiences for all students, to focus student learning activities in the community, and to integrate academic learning with career experience. These goals are achieved through analyzing community resources and through carefully planning, supervising, and evaluating student experiences. Students address subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

Description of Materials That May be Helpful

Subject: Involving the Community: General Ideas
Title: *A Balanced Approach to Career Education*
Availability: The Industry Advisory Committee
106 West Palisade Avenue
Englewood, NJ 07631
Annotation: This pamphlet is designed to aid in setting up communication and cooperation between industry and education. It gives a very brief introduction to career education and its objectives, with a short section on how to actually implement career education in the classroom.

Subject: Involving the Community: General Ideas
Title: *Career Education: Involving the Community and its Resources*
Availability: ERIC Clearinghouse on Vocational and Technical Education
Center for Vocational and Technical Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
Annotation: The contents include "organizing for community involvement" with a breakdown of the responsibilities of each area involved.

Subject: Involving the Community: General Ideas
Title: *Synthesizing Work and Schooling: The Roles of Community and Society*
Report No. 91
Date: 1976
Availability: Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295 $1.95
Annotation: This report explores the gap between work and schooling and how to eliminate it. It includes a description of the problem (the gap between school and work) and organizational and institutional response to change (to deal with the problem.)

Subject: Involving the Community: General Ideas
Title: *The Student and the Involved Community: A Scenario*
Availability: Product Utilization
Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
Annotation: This pamphlet is a projection of a possible future, or present, for one student in a metropolitan community. It addresses such questions as What is possible?, To what degree should students experience the open community?, and Is this approach suitable for some students or all students?

Subject: Involving the Community: General Ideas
Title: *Organizing For Community Involvement*

Availability: Product Utilization
Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210

Annotation: This report includes sections on institutional commitment, organization and staffing, fact-finding and feedback, involving the community power structure, industrial relationships in career education, parent involvement in career education, community organizations and career education, mass media for career education, a model for community involvement, plans for action, and a bibliography.

Subject: Involving the Community: General Ideas
Title: *How to Use Community Resources* (Resource Guide)
Availability: Education Center
Fresno Unified School District
Tulare and M Sts
Fresno, CA 93721

Annotation: Lists subject area, type of resource, and possible speakers. Includes methods of speaker selection, activities, trip record, evaluation of activity, and other such items.

Subject: Involving the Community: General Ideas
Author: Kenneth Hoyt
Title: *Monographs on Career Education, Community Resources for Career Education*
Availability: U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402
Stock number: 017-080-01615-0

Annotation: This monograph was written to promote understanding between educators and members of the broader community — including the business/labor/industry community and to address the following questions: How can the career education effort lead to strengthening and reenforcing previously related community efforts? How can such community efforts be coordinated in ways that will allow them to build on rather than compete with themselves and with the total career education effort? How can the scope and variety of community efforts related to career education be increased and made operational at the local level?

Subject: Involving the Community: General Ideas
Title: *Handbook for Local Resource Use In Career Education Programs*
Date: 1978
Availability: Gerald O. Dudley, Director
Indiana Career Resource Center
South Bend, Indiana

Annotation: This handbook provides guidance to the many options that exist for linking the learning site and the earning site. Each section of the handbook addresses important aspects relating to the five options (developing resource linkages, the schools as a community, the community as a school, communicating across linkages and personnel development) and provides suggestions one might consider in utilizing such a linkage.

Subject: Involving the Community: General Ideas
Title: *Linking the Programs of Scouting and the Schools for Advancement of Career Education*
Date: 1977
Availability: Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103
Annotation: This project report maintains that benefits could be obtained through linkage arrangements between schools and scouting. It tells how to develop new linkages and use existing ones. Included is an overview of the project with goals, phases, purpose, etc.; description of the project with activities, evaluation, findings, analysis, etc.; characteristics of a general model and its application to the Almeda project (where pilot program was established).

Subject: Involving the Community: Linking Structures
Title: *The Open Door Between Community and Classroom - How IPAR Puts it all Together*
Availability: Andrew E. Jacobs
Executive Director, IPAR
516 S.E. Morrison, Suite 710
Portland, OR 97214
Annotation: This brief booklet outlines the problem, IPAR's solution, benefits of the program, guidelines for development of an IPAR in your community and organizational suggestions during initial stages. "IPAR" is a non-profit community organization. There are ideas on how to expand learning opportunities in education by using community resources; to help link community and education on a broad basis to assure a career education program that works; and to stimulate educators, business, labor and public officials to be innovators in developing better ways to make the community a classroom.

Subject: Involving the Community: Linking Structures
Author: Willard Wirtz
Title: *Community Education Work Councils,* Occasional Paper 17
Date: 1976
Availability: The Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
Annotation: This paper suggests broadening the base of vocational education to include local industry and community involvement in its planning and implementation. It stresses the need to focus on measures of human development as a course of economic wealth; philosophical comments on role of vocational educators in "work" education research and development.

Subject: Involving the Community: Linking Structures
Title: *Industry-Education Councils: A Handbook*
Availability: National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226

Annotation: This handbook assists professionals who are interested in increasing industry-education cooperation through the creation of an Industry-Education Council. It focuses on how to develop a community-level mechanism to serve as the connecting link between the world of work and the world of the classroom.

Subject: Involving the Community: Business, Industry and Labor
Title: *Community Involvement in Career Education: A Metropolitan Area Example*
Date: February 1978
Availability: U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
Stock No. 017-080-01839-0
Annotation: This book is a cursory examination of some of the major, and visible, examples of collaborative efforts among the agencies of labor, business, industry and education in the Los Angeles area.

Subject: Involving the Community: Business, Industry and Labor
Title: *Community Resources Guide*
Availability: Indiana Dept. of Public Instruction
Career Education
Room 229, State House
Indianapolis, IN 46204
Annotation: This guide describes ways to involve the community in positive learning experiences for individuals: developing resource linkages, the school as a community, the community as a school, communicating across linkages, and personnel development. Includes a rather lengthy bibliography of community resources, which provides some good ideas about where to go in the community.

Subject: Involving the Community: Business, Industry and Labor
Author: Charlton R. Price, Adele M. Scheele, D. Sam Scheele
Title: *The Community and School-Based Career Education*
American Business and School-Based Career Education
Date: 1975
Number of Pages: 83
Availability: Product Utilization
The Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
Annotation: This book discusses the relationships that should exist between business and industry. It also relates the community, business and industry. The book discusses many definitions of Career Education. A section that gives a list of industrial/career education activities to be used in various settings for different age groups is also included.

List of Resource Persons or Programs

Person	Institution to Contact
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Building Atlanta, Georgia 30334
Ms. Judy Comer	Cobb County Public Schools Marietta, Georgia
Mr. Don Fritchley	Pioneer CESA Cleveland, Georgia
Ms. Mary Jane Jones L.I.T.C. Program	Clayton County Schools Jonesboro, Georgia
Mr. Bill Roach Vocational Supervisor	Glynn County

Chapter 8

CAREER EDUCATION: EVALUATION

Introduction

Evaluation. What is it? To the student or parent it may be the spelling test, the history test, or the S.A.T. To the teacher it may be the same things plus the Criterion Referenced statewide testing program. To persons who specialize in this area it is much more.

The evaluation specialist sees evaluation ideally as systematic attempts to answer several general questions related to the total educational process:

1. What is needed?
2. What are we doing?
3. What results are we getting in relation to what is needed?

When evaluation procedures are complete enough to answer all of the above questions, and when they are explicitly planned and conducted, they provide a fundamental base of data for making decisions about educational programs.

Decisions must be made. We are always deciding whether to keep or abandon programs, whether to change things or leave them alone, whether to let students do things or not. All such decisions imply that an evaluation has been made, although perhaps intuitively.

Decisions are based upon values and upon information, although the information may be only a very subjective, intuitive feeling. The most basic decisions involve the types of educational opportunities to provide to students and how to conduct the activities involved in the educational process. The two most basic questions are the following: What is to be taught? How? Persons who specialize in evaluation would like to see each of the questions answered in a much more systematic way than is typically done.

When we ask "What is to be taught?" we are asking "What is needed?" and "What is important?" These questions involve values. They are not questions that are answered through analyzing data. Someone must make a decision. Those of us who support the career education concept clearly think that all schooling should be more clearly related to career awareness, exploration, and preparation than it has been.

The evaluation process begins with setting goals and objectives that are acceptable to the community. Based upon the goals and objectives evaluation processes are designed and implemented. They may be formal or informal, explicit or intuitive. Ideally they are simple enough to be feasible, but explicit and reliable enough to provide good data for public decisions. Evaluation involves gathering data that will allow a determination of whether needs are being met. And if the needs are not being met, the evaluation process also provides data that will allow a determination of what is going wrong. Seldom is the ideal realized.

However, in the career education area there has been some excellent progress. Goals and objectives have been clearly identified in a number of places. The annotations below include references to goals and objectives for programs in California, Michigan, Texas, and DeKalb County, Georgia. The Career Education objectives of the Georgia Statewide Testing Program are another example. The National Assessment of Educational Progress is conducting and reporting national assessments in career development. Materials from that organization are annotated below.

The materials below do not begin to represent all of the materials available in the country, nor do they necessarily represent the best.

Surveying and evaluating all of the material in the country was clearly beyond the scope of the project that produced this guide. However, the *Needs Assessment and Evaluation Guide for Career Education* which was produced in Texas is probably one of the best. The work done in Georgia on the Comprehensive Career Guidance programs has also produced excellent materials. Information on them is available through the Guidance Unit of the State Department of Education. The criterion-referenced career education tests of the statewide testing program in Georgia also provide useful data, although additional data is needed in order to evaluate the degree to which objectives of a total career education program are being attained.

Descriptions of Materials That May be Helpful

Subject: Evaluation
Title: Needs Assessment and Career Education: An Approach for States
Number of pages: 78
Date: 1976
Availability: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
Annotation: This volume was prepared for, but not endorsed by, the Council of Chief State School Officers. The volume defines needs assessment and indicates what should be included from students, parents, educators, employers and employees, and government agencies and association personnel. It outlines what should be done in conducting a needs assessment in the planning, implementation, and utilization phases. It includes a section describing existing career education needs assessment.

Subject: Evaluation
Title: Career Planning Program, Grades 8-11
Level: Grades 8-11 (students and counselors)
Availability: Houghton Mifflin Company
666 Miami Circle, N.E.
Atlanta, GA 30324
Annotation: This program measures a student's abilities, interests, and career-related experiences and reports results in a single profile enabling students and counselors to relate scores easily to the real world of work. It fosters students awareness of the relationship between their own experiences and specific career areas. It includes a handbook for supervisors. An examination kit is available.

Subject: Evaluation
Title: Goals and Outcomes, Career Education K-12
Date: 1977
Availability: Education Center
Fresno Unified School District
Tulare and M Streets
Fresno, CA 93271
Annotation: This handbook is a very informal, brief overview of goals and outcomes of career education in California.

Subject: Evaluation
Title: Career Development, Goals and Performance Indicators: A Reference Guide

Date: 1974
Availability: John W. Porter
Superintendent of Public Instruction
Michigan Dept. of Education
Box 420
Lansing, Michigan 48904
Annotation: This guide clarifies the content of career development into the areas of self awareness, career exploration, decision making, planning and placement.

Subject: Evaluation
Title: Matrix of Basic Learner Outcomes for Career Education
Availability: Partners in Career Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011
Annotation: This booklet provides a means of organizing the career education learner outcomes for Texas students into a scope and sequence that is flexible, concise, understandable and based upon identified local needs.

Subject: Evaluation
Title: Career Education Scope and Sequence: DeKalb County School System Career Education
Level: Teachers, counselors
Availability: James F. Clark, Director
DeKalb County Schools
Occupational and Career Education
Annotation: This curriculum model provides a comprehensive approach for career education. It meshes academic subject matter, job employability, skill development, self understanding, and decision-making.

Subject: Evaluation
Title: Needs Assessment and Evaluation Guide for Career Education
Availability: Partners in Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011
Annotation: To help in assessing student needs in terms of outcomes and in developing and implementing career education programs, this guide has a community interest survey, student needs assessment, educators needs assessment, and evaluation ideas.

Subject: Evaluation
Title: A Guide for Local Program Evaluation
Date: 1973
Availability: Center for Vocational and Technical Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: As an aid to educators in organizing and conducting evaluation programs for vocational and technical education, ten steps or guidelines are identified to serve as a skeletal structure in determining evaluation procedures and in the collection and utilization of data.

Subject: Evaluation
Title: Career and Occupational Development Objectives: National Assessment
Date: 1971
Availability: National Assessment of Educational Progress
300 Lincoln Tower
1860 Lincoln St.
Denver, Colorado 80203
$1.00
Annotation: Educational objecives for the area of career and occupational development (COD) are presented, along with an introduction to the history and goals of National Assessment. Chapters include procedures for developing career and occupational development objectives.

Subject: Evaluation
Title: Instructional Manual: Career and Occupational Development Kit
Availability: National Assessment of Educational Progress
Suite 790, 1860 Lincoln
Denver, Colorado 80295
Annotation: National Assessment is a national survey of knowledge, skills, understandings and attitudes of young Americans aged 9, 13, and 17 and young adults aged 26-35 in major learning areas. This guide outlines uses for materials, administering the items, using the results, scoring the items, assessment of objectives and items.

Subject: Evaluation
Title: Career Skills Assessment Program
Availability: Career Skills Assessment Program of the College Board
P.O. Box 2846
Princeton, NJ 08541
Annotation: This kit provides a personal assessment of career development skills and practical guidance in forming career plans and decisions. The kit contains: exercise booklets, self-scorable and machine-scorable response sheet, self-instructional guide and support materials. The kit consists of six self-assessment areas: self-evaluation and development skills, career awareness skills, career decision-making skills, employment-seeking skills, work effectiveness skills, personal economic skills. A unit for 25 students (1978-79) cost approximately $125.00. A sample set can be purchased for $5.00.

Subject: Evaluation
Title: Vocational Education Measures: Instruments to Survey Former Students and Their Employers
Date: 1978
Availability: National Center for Research in Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: This handbook provides a useful resource of instruments and supporting information to persons who are responsible for developing and conducting evaluations of vocational education. It contains an assortment of instruments. They are in use or available in state vocational

education agencies, secondary and postsecondary schools, or business and industry.

Subject: Evaluation
Title: Values and Information . . . An Approach to Evaluation Planning EBCE
Availability: Far West Laboratory
1855 Folsom St
San Francisco, CA 94103
Annotation: Based on the premise that the range of perspectives, or value systems, that impinge on education are all important, even in conflicting, this book seeks to describe ways of identifying key people concerned with the program, the kinds of information they will want, how to obtain the most important parts of that information, and how to present it in the most useful ways. The emphasis is primarily on planning for evaluation to insure that information necessary for decisions about the future will be obtained, rather than on simply describing what happened in the past.

List of Resource Persons or Programs

Person	Institution to Contact
Mr. Ray Bouchillon Career Education Consultant	State Department of Education State Office Building Atlanta, Georgia 30334
Dr. Jim Conkwright, Consultant Guidance Unit	State Department of Education State Office Building Atlanta, Georgia 30334
Ms. Betty Creech, Consultant Statewide Testing	State Department of Education State Office Building Atlanta, Georgia 30334
Dr. Dan Skutack Department of Vocational and Career Development	Georgia State University University Plaza Atlanta, Georgia 30303
Mr. Ray Sweigert	Atlanta City Schools
Dr. Paul Torrence Department of Educational Psychology	University of Georgia, Athens, Georgia 30602

Chapter 9

CAREER EDUCATION: GETTING STARTED

Introduction

This last section is primarily for classroom teachers who want to start doing something, now, and who will fit themselves into the total program as it develops. This section also provides teachers additional materials that were not included in the other chapters for a variety of reasons.

Subject: Getting Started (Basic ideas)
Title: Career Education: How to Do It Creative Approaches by Local Practitioners
Availability: Office of Career Education
U.S. Office of Education
Washington, D.C.
Annotation: This manual outlines career education programs, K-12, from 20 participants. It includes "How-to" statements on career education, what works for them, and who to contact about program or activity. Its purpose is to provide persons charged with making career education work at the local school level with ideas that could be helpful to them.

Subject: Getting Started (Materials)
Title: Facilitating Career Development: An Annotated Bibliography
Date: 1974
Availability: Office of Education
Washington, D.C.
ED 092 674
Annotation: The document presents abstracts of publications which focus on finding new directions for implementing career practices in the classroom. The theme of the volume is implementation. It deals with theoretical considerations, applications, and surveys of computer-based guidance systems, few in the implementation phase and several curtailed by funding. The bibliography also offers operational guidelines developed in workshops, institutes, and conferences.

Subject: Getting Started (Materials)
Title: Career Development Programs — Akron Public Schools
Level: Grades K-12 of all ability levels.
Availability: Nick Topoughis, Director of Career Education Programs
65 Steiner Ave.
Akron, OH 44301
(216/434-3404)
Annotation: This report describes a career education effort that uses the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum. It includes the following topics: (Elementary level) develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, dignity of work and self-worth; (Grades 7-8) worker characteristics, relevance of school subjects to occupational areas and evaluation of interests, aptitudes and abilities; and (Grades 9-12) in-depth studies in occupational areas of student choice, actual exploration and work experience. It conforms to the State of Ohio model and demonstrates relationships between school subjects taught and aspects of the world of work.

Subject: Getting Started (Materials)
Title: Educational Programs That Work
Date: 1978
Availability: Order Department
Far West Laboratory
1855 Folsom St.
San Francisco, CA 94103
$5.00 prepaid
Annotation: This volume lists projects, descriptors of project, target audience, description, assurances/claims, implementation requirements, financial requirements, services available, and contact person. It also includes exemplary projects indexed by state and projects aimed at special audiences.

Subject: Getting Started (Materials)
Title: Career Education in Michigan
Availability: Michigan Career Education
Michigan Dept. of Education
Box 420
Lansing, Michigan 48902
Annotation: Materials reviewed include resources guide, funding handbook, general magazine type booklets (slick and good looking) activities for K-12, special education, secondary education, some philosophical tracts like Career Education As A Concept for Educational Planning in Michigan's Schools.

Subject: Getting Started (Materials)
Author: Charles S. Winn
Title: Careers in Focus: Program Guide
Date: 1976
Availability: McGraw Hill, Inc.
Gregg Division
Annotation: This guide introduces the program (careers in focus) to educators. Chapter headings include such things as the careers in focus program, implementing the program in the district, implementing the program in school, and implementing the program in the classroom.

Subject: Getting Started: Human resources
Title: Consultant Directory for Rural Career Guidance
Date: 1978
Availability: ERIC/CRESS
Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003
Annotation: This directory contains, in alphabetical order, the name, address, position and telephone of each consultant, and the consultant's area(s) of expertise.

Subject: Getting Started (Materials)
Title: Career Survival Skills, Focus on Affective Career Education
Availability: Charles E. Merrill Publishing Co.
Columbus, OH 43216

Annotation: This kit includes Teacher's Manual, spirit master data sheets, transparencies, Cassette, Handbook, career education index, wall chart, and three professional books. It is intended to help students understand and use resources for life and career planning and to develop a broad set of career concepts and competencies that will equip them to make their own plans for the future at the appropriate time.

Subject: Getting Started (Materials)
Authors: John W. Loughary and Theresa Ripley
Title: Teacher's Manual Career Survival Skills: Focus on Affective Career Education
Date: 1974
Number of pages: 138
Level: K-6, 7-12
Availability: Charles E. Merrill Publishing Co.
A Bell and Howell Company
Annotation: Geared to helping students develop a sense of self-awareness and learn a variety of career development concepts. The manual includes 39 exercises that are set up in the following manner: Title, Purpose, Briefing (indicates the level and provides background information), and Procedures (step-by-step).

Subject: Getting Started (Materials)
Title: Career Development of Women: Proceedings of 10th Anniversary Program
Date: 1975
Availability: Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Annotation: This publication contains five major papers presented at a conference, a bibliography of selected references, and a bibliography of selected Center publications that are related to the career development of women.

Subject: Getting Started (Materials)
Title: Working Women in Georgia: Facts You Need to Know
Availability: Georgia Commission on the Status of Women
State of Georgia
Atlanta, Georgia
Annotation: This booklet includes job information specifically aimed at women with such areas as rights on the job, children, safety, and health discussed. Other chapters also include getting a job skill, getting a job, applying for a job, finding the job, what to do if your job doesn't work out and money matters.

Subject: Getting Started (Materials)
Title: Teacher-Developed Infused Curriculum Models
Level: K-3, all subjects
Availability: Partners in Career Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011

Annotation: The book gives ways teachers can infuse career education concepts into specific subject matter areas and grade levels.

Subject: Getting Started (Materials)
Title: Career Awareness
Level: Elementary Grades, 1-6
Availability: Owatonna Public Schools
Pupil Personnel Services Section
Minnesota Dept. of Education
St. Paul, Minnesota
Annotation: This teacher's guide is designed for classroom use. Its purpose is to assemble some learning activities that will give the elementary student a greater understanding and awareness of self and the occupational world that surrounds her/him. It is organized into 9 sections, one for each month of the school year.

Subject: Getting Started (Materials)
Title: Career Orientation Grade 7, Making It In the World of Work Means Finding The Right Direction For You
Level: Seventh Grade
Availability: Education Center
Fresno Unified School District
Tulare and M Sts.
Fresno, CA 93721
Annotation: A booklet of career awareness work sheet units for use by grade seven students.

Subject: Getting Started (Materials)
Title: Making It In the World of Work Means Building Your Own Career Ladder
Level: Eighth Grade
Availability: Education Center
Fresno Unified School District
Tulare and M Sts.
Fresno, CA 93712
Annotation: Career awareness work sheets for students.

Subject: Getting Started (Materials)
Title: Teacher-Developed Infused Curriculum Modules, Math/Science and Language Arts/English Electives
Level: High School
Availability: Partners in Career Education
1201 N. Watson Rd., Suite 130
Arlington, Texas 76011
Annotation: These are separate books on each of the subject areas. They deal with ways teachers can infuse career education concepts into specific subject matter areas and grade levels. They give a brief developmental history of career education concepts, methodology employed in distributing the basic learner outcomes throughout K-12, an explanation of content and construction of the learning modules, and illustrations of the infusion of career education concepts into the curriculum.

Subject: Getting Started (Materials)
Title: The Effects of Learned Leadership/Membership Skills on Work Performance
Availability: Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103
Annotation: This report is of a project to develop the skills needed to associate with others and be effective members and leaders of groups, to design and develop arrangements and resources for the learning of those skills and to test the effect of learning on performance of group tasks. The staff developed materials to enable the teacher to organize small, task-oriented groups in a variety of instructional settings; to facilitate student growth in areas such as adjustment to task-oriented settings, effectiveness in group performance, satisfaction and self-development in group functioning, decision-making, problem-solving, interpersonal communication, and conflict resolution.

Subject: Getting Started (Materials)
Title: A Guide to Employability Skills Materials.
Date: 1975
Availability: Career Education Center
Florida State University
415 Monroe Street
Tallahassee, FL 32301
Annotation: Specifies materials and human resources available for employability skills. An annotated media source is the heart of the material included.

Subject: Getting Started (Materials)
Title: Worker Trait Group Guide
Date: 1978
Level: High School
Availability: McKnight Publishing Company
Bloomington, IL 61701
Card Catalogue No. 77-90865
Annotation: Provides information about requirements, routines and rewards of occupations. Students can explore broad groups of occupations which parallel their own unique characteristics. Outlines job descriptions, describes skills, abilities, and interests that would help one to succeed in this type of work, and then asks "Do you have or can you develop these skills, abilities, and interests?" Lists others considerations, qualifications, and profiles of occupations.

Subject: Getting Started (Materials)
Author: R.F. Rhyne
Title: A Futures Perspective on Employer-Based Career Education, 1971-2000
Level: High School
Availability: Stanford Research Institute
Menlo Park, CA
Annotation: Addresses the question, what will the world of work be like in the future. Six scenarios of the years up to the year 2000 are outlined, tracing possible trends in personal values and the nature of the government. The

way each scenario would affect EBCE's goals and assumptions is then discussed.

Subject: Getting Started (Materials)
Title: School-Subject Occupation Index
Availability: McKnight Publishing Company
Bloomington, IL 61701
Annotation: This book is an attempt to relate worker trait groups and occupations to school subjects. It contains school subject-work trait group chart, list of school subjects with related occupations, and worker trait group list of occupations with subjects.

Persons Who Can Help

For further information contact

Mr. Ray Bouchillon, Career Education Consultant
State Department of Education
State Office Building
Atlanta, Georgia 30334
(404) 656-2600

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Module III	Career Education Needs Assessment
Module IV	Identification of Resourses
Module V	Program Development Components of Career Education
Module VI	Evaluating Program Components
Module VII	Financial and Resources Program Planning
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